

McCaul	Reed	Stefanik
McClintock	Reichert	Stewart
McHenry	Renacci	Stivers
McKinley	Ribble	Stutzman
McMorris	Rice (SC)	Thompson (PA)
Rodgers	Rigell	Thornberry
McSally	Roby	Tiberi
Meadows	Roe (TN)	Tipton
Meehan	Rogers (AL)	Trott
Messer	Rogers (KY)	Turner
Mica	Rohrabacher	Upton
Miller (FL)	Rokita	Valadao
Miller (MI)	Rooney (FL)	Wagner
Moolenaar	Ros-Lehtinen	Walberg
Mooney (WV)	Roskam	Walden
Mullin	Ross	Walker
Mulvaney	Rothfus	Walorski
Murphy (PA)	Rouzer	Walters, Mimi
Neugebauer	Royce	Weber (TX)
Newhouse	Russell	Webster (FL)
Noem	Salmon	Wenstrup
Nugent	Sanford	Westerman
Nunes	Scalise	Westmoreland
Olson	Schweikert	Williams
Palmer	Scott, Austin	Wilson (SC)
Paulsen	Sensenbrenner	Wittman
Pearce	Sessions	Womack
Perry	Shimkus	Woodall
Pittenger	Shuster	Yoder
Pitts	Simpson	Yoho
Poe (TX)	Sinema	Young (AK)
Poliquin	Smith (MO)	Young (IA)
Posey	Smith (NE)	Young (IN)
Price, Tom	Smith (NJ)	Zeldin
Ratcliffe	Smith (TX)	Zinke

## NOES—169

Adams	Foster	Nadler
Aguilar	Frankel (FL)	Napolitano
Ashford	Fudge	Neal
Bass	Gabbard	Nolan
Beatty	Galleo	Norcross
Becerra	Garamendi	O'Rourke
Bera	Graham	Pallone
Beyer	Grayson	Pascarell
Bishop (GA)	Green, Al	Perlmutter
Blumenauer	Green, Gene	Peters
Bonamici	Grijalva	Peterson
Boyle, Brendan F.	Gutiérrez	Pingree
Brown (FL)	Hahn	Pocan
Brownley (CA)	Hastings	Polis
Bustos	Heck (WA)	Quigley
Butterfield	Higgins	Rangel
Capps	Himes	Rice (NY)
Capuano	Honda	Richmond
Cárdenas	Hoyer	Roybal-Allard
Carney	Huffman	Ruiz
Carson (IN)	Jackson Lee	Ruppersberger
Cartwright	Jeffries	Ryan (OH)
Castor (FL)	Johnson (GA)	Sánchez, Linda T.
Castro (TX)	Johnson, E. B.	Sanchez, Loretta
Chu, Judy	Kaptur	Sarbanes
Clark (MA)	Keating	Schakowsky
Clarke (NY)	Kelly (IL)	Schrader
Clay	Kennedy	Scott (VA)
Cleaver	Kildee	Scott, David
Clyburn	Kilmer	Serrano
Cohen	Kind	Sherman
Connolly	Kuster	Sires
Conyers	Langevin	Slaughter
Cooper	Larsen (WA)	Smith (WA)
Costa	Larson (CT)	Speier
Courtney	Lawrence	Swalwell (CA)
Crowley	Lee	Takano
Cuellar	Levin	Thompson (CA)
Cummings	Lewis	Thompson (MS)
Davis (CA)	Lieu, Ted	Titus
Davis, Danny	Lipinski	Tonko
DeFazio	Loeb sack	Torres
DeGette	Lofgren	Tsongas
Delaney	Lowenthal	Van Hollen
DeLauro	Lowe y	Vargas
DelBene	Lujan Grisham (NM)	Veasey
DeSaulnier	Lynch	Vela
Deutch	Maloney,	Velázquez
Dingell	Carolyn	Visclosky
Doggett	Maloney, Sean	Walz
Doyle, Michael F.	Matsui	Wasserman
Edwards	McCollum	Schultz
Ellison	McDermott	Watson Coleman
Engel	McGovern	Welch
Eshoo	McNerney	Wilson (FL)
Esty	Moore	Yarmuth
Farr	Moulton	
	Murphy (FL)	

## NOT VOTING—23

Brady (PA)	Israel	Payne
Cicilline	Johnson, Sam	Pelosi
DesJarlais	Kirkpatrick	Pompeo
Duckworth	Luján, Ben Ray	Price (NC)
Fincher	(NM)	Rush
Guinta	Meeks	Schiff
Guthrie	Meng	Sewell (AL)
Hinojosa	Palazzo	Waters, Maxine

## ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore (during the vote). There are 2 minutes remaining.

□ 1438

So the resolution was agreed to.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

## PERSONAL EXPLANATION

Mr. HINOJOSA. Mr. Speaker, I was unavoidably detained. Had I been present, I would have voted "nay" on rollcall Nos. 498, 499, 500, and 501.

## RESIGNATIONS AS MEMBER OF COMMITTEE ON OVERSIGHT AND GOVERNMENT REFORM AND COMMITTEE ON NATURAL RESOURCES

The SPEAKER pro tempore laid before the House the following resignations as a member of the Committee on Oversight and Government Reform and the Committee on Natural Resources:

## CONGRESS OF THE UNITED STATES,

## HOUSE OF REPRESENTATIVES,

Washington, DC, September 13, 2016.

Hon. PAUL D. RYAN,  
Speaker of the House,  
Washington, DC.

DEAR MR. SPEAKER: I, Matthew A. Cartwright, am submitting my resignation from the Committee on Oversight and Government Reform and the House Committee on Natural Resources effective immediately. It has been a privilege and honor to have served on these committees as they fought to make government more accountable, transparent, and effective and worked to protect our environment and natural resources.

I look forward to working to shape spending that can have a tremendous effect on the lives of seniors, veterans, children, students, commuters, federal workers, federal contractors, and military service personnel with my new assignment to the House Committee on Appropriations. I will be a powerful voice for a budget that invests in America, creates more good-paying jobs, and strengthens hard-working families.

Sincerely,

MATT CARTWRIGHT.

The SPEAKER pro tempore. Without objection, the resignations are accepted.

There was no objection.

## ELECTING A MEMBER TO A CERTAIN STANDING COMMITTEE OF THE HOUSE OF REPRESENTATIVES

Mr. BECERRA. Mr. Speaker, by direction of the Democratic Caucus, I offer a privileged resolution and ask for its immediate consideration.

The Clerk read the resolution, as follows:

## H. RES. 862

*Resolved*, That the following named Member be and is hereby elected to the following standing committee of the House of Representatives:

(1) COMMITTEE ON APPROPRIATIONS.—Mr. Cartwright.

The resolution was agreed to.

A motion to reconsider was laid on the table.

## ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, the Chair will postpone further proceedings today on motions to suspend the rules on which a recorded vote or the yeas and nays are ordered, or on which the vote incurs objection under clause 6 of rule XX.

Record votes on postponed questions will be taken later.

## STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 5587) to reauthorize the Carl D. Perkins Career and Technical Education Act of 2006, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 5587

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

## SECTION 1. SHORT TITLE.

This Act may be cited as the "Strengthening Career and Technical Education for the 21st Century Act".

## SEC. 2. TABLE OF CONTENTS.

The table of contents for this Act is as follows:

Sec. 1. Short title.  
Sec. 2. Table of contents.  
Sec. 3. References.  
Sec. 4. Effective date.  
Sec. 5. Table of contents of the Carl D. Perkins Career and Technical Education Act of 2006.

Sec. 6. Purpose.  
Sec. 7. Definitions.  
Sec. 8. Transition provisions.  
Sec. 9. Prohibitions.  
Sec. 10. Authorization of appropriations.

## TITLE I—CAREER AND TECHNICAL EDUCATION ASSISTANCE TO THE STATES

## PART A—ALLOTMENT AND ALLOCATION

Sec. 110. Reservations and State allotment.  
Sec. 111. Within State allocation.  
Sec. 112. Accountability.  
Sec. 113. National activities.  
Sec. 114. Assistance for the outlying areas.  
Sec. 115. Tribally controlled postsecondary career and technical institutions.  
Sec. 116. Occupational and employment information.

## PART B—STATE PROVISIONS

Sec. 121. State plan.  
Sec. 122. Improvement plans.  
Sec. 123. State leadership activities.

## PART C—LOCAL PROVISIONS

Sec. 131. Local application for career and technical education programs.  
Sec. 132. Local uses of funds.

## TITLE II—GENERAL PROVISIONS

Sec. 201. Federal and State administrative provisions.

## TITLE III—AMENDMENTS TO THE WAGNER-PEYSEY ACT

Sec. 301. State responsibilities.

## SEC. 3. REFERENCES.

Except as otherwise expressly provided, whenever in this Act an amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other provision, the reference shall be considered to be made to a section or other provision of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.).

## SEC. 4. EFFECTIVE DATE.

This Act and the amendments made by this Act shall take effect beginning on July 1, 2017.

## SEC. 5. TABLE OF CONTENTS OF THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006.

Section 1(b) is amended to read as follows: “(b) TABLE OF CONTENTS.—The table of contents for this Act is as follows:

- “Sec. 1. Short title; table of contents.
- “Sec. 2. Purpose.
- “Sec. 3. Definitions.
- “Sec. 4. Transition provisions.
- “Sec. 5. Privacy.
- “Sec. 6. Limitation.
- “Sec. 7. Special rule.
- “Sec. 8. Prohibitions.
- “Sec. 9. Authorization of appropriations.

## “TITLE I—CAREER AND TECHNICAL EDUCATION ASSISTANCE TO THE STATES

## “PART A—ALLOTMENT AND ALLOCATION

- “Sec. 111. Reservations and State allotment.
- “Sec. 112. Within State allocation.
- “Sec. 113. Accountability.
- “Sec. 114. National activities.
- “Sec. 115. Assistance for the outlying areas.
- “Sec. 116. Native American programs.
- “Sec. 117. Tribally controlled postsecondary career and technical institutions.

## “PART B—STATE PROVISIONS

- “Sec. 121. State administration.
- “Sec. 122. State plan.
- “Sec. 123. Improvement plans.
- “Sec. 124. State leadership activities.

## “PART C—LOCAL PROVISIONS

- “Sec. 131. Distribution of funds to secondary education programs.
- “Sec. 132. Distribution of funds for postsecondary education programs.
- “Sec. 133. Special rules for career and technical education.
- “Sec. 134. Local application for career and technical education programs.
- “Sec. 135. Local uses of funds.

## “TITLE II—GENERAL PROVISIONS

## “PART A—FEDERAL ADMINISTRATIVE PROVISIONS

- “Sec. 211. Fiscal requirements.
- “Sec. 212. Authority to make payments.
- “Sec. 213. Construction.
- “Sec. 214. Voluntary selection and participation.
- “Sec. 215. Limitation for certain students.
- “Sec. 216. Federal laws guaranteeing civil rights.
- “Sec. 217. Participation of private school personnel and children.
- “Sec. 218. Limitation on Federal regulations.
- “Sec. 219. Study on programs of study aligned to high-skill, high-wage occupations.

## “PART B—STATE ADMINISTRATIVE PROVISIONS

- “Sec. 221. Joint funding.
- “Sec. 222. Prohibition on use of funds to induce out-of-State relocation of businesses.

“Sec. 223. State administrative costs.

“Sec. 224. Student assistance and other Federal programs.”.

## SEC. 6. PURPOSE.

Section 2 (20 U.S.C. 2301) is amended—

(1) in the matter preceding paragraph (1)—  
(A) by striking “academic and career and technical skills” and inserting “academic knowledge and technical and employability skills”; and

(B) by inserting “and programs of study” after “technical education programs”;

(2) in paragraph (3), by striking “, including tech prep education”; and

(3) in paragraph (4), by inserting “and programs of study” after “technical education programs”.

## SEC. 7. DEFINITIONS.

Section 3 (20 U.S.C. 2302) is amended—

(1) by striking paragraphs (16), (23), (24), (25), (26), and (32);

(2) by redesignating paragraphs (8), (9), (10), (11), (12), (13), (14), (15), (17), (18), (19), (20), (21), (22), (27), (28), (29), (30), (31), (33), and (34) as paragraphs (9), (10), (13), (16), (17), (19), (20), (23), (25), (27), (28), (30), (32), (35), (39), (40), (41), (44), (45), (46), and (47), respectively;

(3) in paragraph (3)—

(A) in subparagraph (B), by striking “5 different occupational fields to individuals” and inserting “3 different fields, especially in in-demand industry sectors or occupations, that are available to all students”; and

(B) in subparagraph (D), by striking “not fewer than 5 different occupational fields” and inserting “not fewer than 3 different occupational fields”;

(4) in paragraph (5)—

(A) in subparagraph (A)—

(i) in clause (i)—

(I) by striking “coherent and rigorous content aligned with challenging academic standards” and inserting “content at the secondary level aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(1)), and at the postsecondary level with the rigorous academic content,”

(II) by striking “and skills” and inserting “and skills.”; and

(III) by inserting “, including in in-demand industry sectors or occupations” before the semicolon at the end;

(ii) in clause (ii), by striking “, an industry-recognized credential, a certificate, or an associate degree” and inserting “or a recognized postsecondary credential, which may include an industry-recognized credential”; and

(iii) in clause (iii), by striking “and” at the end;

(B) in subparagraph (B)—

(i) by inserting “, work-based, or other” after “competency-based”;

(ii) by striking “contributes to the” and inserting “supports the development of”;

(iii) by striking the period at the end and inserting a semicolon; and

(iv) by striking “general”; and

(C) by adding at the end the following:

“(C) to the extent practicable, coordinate between secondary and postsecondary education programs, which may include early college programs with articulation agreements, dual or concurrent enrollment program opportunities, or programs of study; and

“(D) may include career exploration at the high school level or as early as the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801)).”;

(5) in paragraph (7)—

(A) in subparagraph (A), by striking “(and parents, as appropriate)” and inserting “(and, as appropriate, parents and out-of-school youth)”; and

(B) in subparagraph (B), by striking “financial aid,” and all that follows through the period at the end and inserting “financial aid, job training, secondary and postsecondary options (including baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, and support services.”;

(6) by inserting after paragraph (7) the following:

“(8) CAREER PATHWAYS.—The term ‘career pathways’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).”;

(7) by inserting after paragraph (10) (as so redesignated by paragraph (2)) the following:

“(11) CTE CONCENTRATOR.—The term ‘CTE concentrator’ means—

“(A) at the secondary school level, a student served by an eligible recipient who has—

“(i) completed 3 or more career and technical education courses; or

“(ii) completed at least 2 courses in a single career and technical education program or program of study; or

“(B) at the postsecondary level, a student enrolled in an eligible recipient who has—

“(i) earned at least 12 cumulative credits within a career and technical education program or program of study; or

“(ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

“(12) CTE PARTICIPANT.—The term ‘CTE participant’ means an individual who completes not less than 1 course or earns not less than 1 credit in a career and technical education program or program of study of an eligible recipient.”;

(8) by inserting after paragraph (13) (as so redesignated by paragraph (2)) the following:

“(14) DUAL OR CONCURRENT ENROLLMENT.—The term ‘dual or concurrent enrollment’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).”;

“(15) EARLY COLLEGE HIGH SCHOOL.—The term ‘early college high school’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).”;

(9) by inserting after paragraph (17) (as so redesignated by paragraph (2)) the following:

“(18) ELIGIBLE ENTITY.—The term ‘eligible entity’ means a consortium that—

“(A) shall include at least two of the following:

“(i) a local educational agency;

“(ii) an educational service agency;

“(iii) an eligible institution;

“(iv) an area career and technical education school;

“(v) a State educational agency; or

“(vi) the Bureau of Indian Education;

“(B) may include a regional, State, or local public or private organization, including a community-based organization, one or more employers, or a qualified intermediary; and

“(C) is led by an entity or partnership of entities described in subparagraph (A).”;

(10) by amending paragraph (19) (as so redesignated by paragraph (2)) to read as follows:

“(19) ELIGIBLE INSTITUTION.—The term ‘eligible institution’ means—

“(A) a consortium of 2 or more of the entities described in subparagraphs (B) through (F);

“(B) a public or nonprofit private institution of higher education that offers and will use funds provided under this title in support of career and technical education courses that lead to technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree;

“(C) a local educational agency providing education at the postsecondary level;

“(D) an area career and technical education school providing education at the postsecondary level;

“(E) a postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450 et seq.) or the Act of April 16, 1934 (25 U.S.C. 452 et seq.); or

“(F) an educational service agency.”;

(11) by amending paragraph (20) (as so redesignated by paragraph (2)) to read as follows:

“(20) ELIGIBLE RECIPIENT.—The term ‘eligible recipient’ means—

“(A) an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132; or

“(B) a local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, or a consortium of such entities, eligible to receive assistance under section 131.”;

(12) by adding after paragraph (20) (as so redesignated by paragraph (2)) the following:

“(21) ENGLISH LEARNER.—The term ‘English learner’ means—

“(A) a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801); or

“(B) an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and—

“(i) whose native language is a language other than English; or

“(ii) who lives in a family environment in which a language other than English is the dominant language.

“(22) EVIDENCE-BASED.—The term ‘evidence-based’ has the meaning given the term in section 8101(21)(A) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801(21)(A)).”;

(13) by inserting after paragraph (23) (as so redesignated by paragraph (2)) the following:

“(24) IN-DEMAND INDUSTRY SECTOR OR OCCUPATION.—The term ‘in-demand industry sector or occupation’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).”;

(14) by inserting after paragraph (25) (as so redesignated by paragraph (2)) the following:

“(26) INDUSTRY OR SECTOR PARTNERSHIP.—The term ‘industry or sector partnership’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).”;

(15) by inserting after paragraph (28) (as so redesignated by paragraph (2)) the following:

“(29) LOCAL WORKFORCE DEVELOPMENT BOARD.—The term ‘local workforce development board’ means a local workforce development board established under section 107 of the Workforce Innovation and Opportunity Act.”;

(16) by inserting after paragraph (30) (as so redesignated by paragraph (2)) the following:

“(31) OUT-OF-SCHOOL YOUTH.—The term ‘out-of-school youth’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).”;

(17) by inserting after paragraph (32) (as so redesignated by paragraph (2)) the following:

“(33) PARAPROFESSIONAL.—The term ‘paraprofessional’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

“(34) PAY FOR SUCCESS INITIATIVE.—The term ‘pay for success initiative’ has the meaning given the term in section 8101 of the

Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801), except that such term does not include an initiative that—

“(A) reduces the special education or related services that a student would otherwise receive under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); or

“(B) otherwise reduces the rights of a student or the obligations of an entity under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.), the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), or any other law.”;

(18) by inserting after paragraph (35) (as so redesignated by paragraph (2)) the following:

“(36) PROGRAM OF STUDY.—The term ‘program of study’ means a coordinated, non-duplicative sequence of secondary and postsecondary academic and technical content that—

“(A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(1)), that—

“(i) address both academic and technical knowledge and skills, including employability skills; and

“(ii) are aligned with the needs of industries in the economy of the State, region, or local area;

“(B) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupational specific instruction);

“(C) has multiple entry and exit points that incorporate credentialing; and

“(D) culminates in the attainment of a recognized postsecondary credential.

“(37) QUALIFIED INTERMEDIARY.—The term ‘qualified intermediary’ means a non-profit entity that demonstrates expertise to build, connect, sustain, and measure partnerships with entities such as employers, schools, community-based organizations, postsecondary institutions, social service organizations, economic development organizations, and workforce systems to broker services, resources, and supports to youth and the organizations and systems that are designed to serve youth, including—

“(A) connecting employers to classrooms;

“(B) assisting in the design and implementation of career and technical education programs and programs of study;

“(C) delivering professional development;

“(D) connecting students to internships and other work-based learning opportunities; and

“(E) developing personalized student supports.

“(38) RECOGNIZED POSTSECONDARY CREDENTIAL.—The term ‘recognized postsecondary credential’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).”;

(19) in paragraph (41) (as so redesignated by paragraph (2))—

(A) in subparagraph (B), by striking “foster children” and inserting “youth who are in or have aged out of the foster care system”;

(B) in subparagraph (E), by striking “and” at the end;

(C) in subparagraph (F), by striking “individuals with limited English proficiency.” and inserting “English learners.”; and

(D) by adding at the end the following:

“(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); and

“(H) youth with a parent who—

“(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and

“(ii) is on active duty (as such term is defined in section 101(d)(1) of such title).”;

(20) by inserting after paragraph (41) (as so redesignated by paragraph (2)) the following:

“(42) SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL.—The term ‘specialized instructional support personnel’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

“(43) SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES.—The term ‘specialized instructional support services’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).”;

(21) in paragraph (45) (as so redesignated by paragraph (2)) by inserting “(including paraprofessionals and specialized instructional support personnel)” after “supportive personnel”; and

(22) by adding at the end the following:

“(48) UNIVERSAL DESIGN FOR LEARNING.—The term ‘universal design for learning’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

“(49) WORK-BASED LEARNING.—The term ‘work-based learning’ means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.”.

#### SEC. 8. TRANSITION PROVISIONS.

Section 4 (20 U.S.C. 2303) is amended—

(1) by striking “the Secretary determines to be appropriate” and inserting “are necessary”;

(2) by striking “Carl D. Perkins Career and Technical Education Improvement Act of 2006” each place it appears and inserting “Strengthening Career and Technical Education for the 21st Century Act”; and

(3) by striking “1998” and inserting “2006”.

#### SEC. 9. PROHIBITIONS.

Section 8 (20 U.S.C. 2306a) is amended—

(1) in subsection (a), by striking “Federal Government to mandate,” and all that follows through the end and inserting “Federal Government—

“(1) to condition or incentivize the receipt of any grant, contract, or cooperative agreement, or the receipt of any priority or preference under such grant, contract, or cooperative agreement, upon a State, local educational agency, eligible agency, eligible recipient, eligible entity, or school’s adoption or implementation of specific instructional content, academic standards and assessments, curricula, or program of instruction (including any condition, priority, or preference to adopt the Common Core State Standards developed under the Common Core State Standards Initiative, any other academic standards common to a significant number of States, or any assessment, instructional content, or curriculum aligned to such standards);

“(2) through grants, contracts, or other cooperative agreements, to mandate, direct, or control a State, local educational agency, eligible agency, eligible recipient, eligible entity, or school’s specific instructional content, academic standards and assessments, curricula, or program of instruction (including any requirement, direction, or mandate to adopt the Common Core State Standards developed under the Common Core State Standards Initiative, any other academic standards common to a significant number of States, or any assessment, instructional content, or curriculum aligned to such standards); and

“(3) except as required under sections 112(b), 211(b), and 223—

“(A) to mandate, direct, or control the allocation of State or local resources; or

“(B) to mandate that a State or a political subdivision of a State spend any funds or incur any costs not paid for under this Act.”; and

(2) by striking subsection (d) and redesignating subsection (e) as subsection (d).

#### SEC. 10. AUTHORIZATION OF APPROPRIATIONS.

Section 9 (20 U.S.C. 2307) is amended to read as follows:

##### “SEC. 9. AUTHORIZATION OF APPROPRIATIONS.

“There are to be authorized to be appropriated to carry out this Act (other than sections 114 and 117)—

“(1) \$1,133,002,074 for fiscal year 2017;

“(2) \$1,148,618,465 for fiscal year 2018;

“(3) \$1,164,450,099 for fiscal year 2019;

“(4) \$1,180,499,945 for fiscal year 2020;

“(5) \$1,196,771,008 for fiscal year 2021; and

“(6) \$1,213,266,339 for fiscal year 2022.”.

#### TITLE I—CAREER AND TECHNICAL EDUCATION ASSISTANCE TO THE STATES PART A—ALLOTMENT AND ALLOCATION

##### SEC. 110. RESERVATIONS AND STATE ALLOTMENT.

Paragraph (5) of section 111(a) (20 U.S.C. 2321(a)) is amended—

(1) in subparagraph (A), by striking “No State” and inserting “For each of fiscal years 2017, 2018, and 2019, no State”;

(2) by redesignating subparagraph (B) as subparagraph (C);

(3) by inserting after subparagraph (A), as amended by paragraph (1), the following:

“(B) FISCAL YEAR 2020 AND EACH SUCCEEDING FISCAL YEAR.—For fiscal year 2020 and each of the succeeding fiscal years, no State shall receive an allotment under this section for a fiscal year that is less than 90 percent of the allotment the State received under this section for the preceding fiscal year.”; and

(4) in subparagraph (C), as redesignated by paragraph (2), by striking “subparagraph (A)” and inserting “subparagraph (A) or (B)”.

##### SEC. 111. WITHIN STATE ALLOCATION.

Section 112 (20 U.S.C. 2322) is amended—

(1) in subsection (a)—

(A) in paragraph (1), by striking “10 percent” and inserting “15 percent”;

(B) in paragraph (2)—

(i) in subparagraph (A)—

(I) by striking “1 percent” and inserting “2 percent”; and

(II) by striking “State correctional institutions and institutions” and inserting “State correctional institutions, juvenile justice facilities, and educational institutions”; and

(ii) in subparagraph (B), by striking “available for services” and inserting “available to assist eligible recipients in providing services”; and

(C) in paragraph (3)(B), by striking “a local plan,” and inserting “local applications.”; and

(2) in subsection (c), by striking “section 135” and all that follows through the end and inserting “section 135—

“(1) in—

“(A) rural areas;

“(B) areas with high percentages of CTE concentrators or CTE participants; and

“(C) areas with high numbers of CTE concentrators or CTE participants; and

“(2) in order to—

“(A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include practices and strategies that prepare individuals for nontraditional fields; or

“(B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified in-demand occupations or industries.”.

##### SEC. 112. ACCOUNTABILITY.

Section 113 (20 U.S.C. 2323) is amended—

(1) in subsection (a), by striking “comprised of the activities” and inserting “comprising the activities”;

(2) in subsection (b)—

(A) in paragraph (1), by striking subparagraph (B) and redesignating subparagraph (C) as subparagraph (B);

(B) in paragraph (1)(B), as so redesignated, by striking “, and State levels of performance described in paragraph (3)(B) for each additional indicator of performance”; and

(C) by striking paragraph (2) and inserting the following:

“(2) INDICATORS OF PERFORMANCE.—

“(A) CORE INDICATORS OF PERFORMANCE FOR CTE CONCENTRATORS AT THE SECONDARY LEVEL.—Each eligible agency shall identify in the State plan core indicators of performance for CTE concentrators at the secondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:

“(i) The percentage of CTE concentrators who graduate high school, as measured by—

“(I) the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801)); and

“(II) at the State’s discretion, the extended-year adjusted cohort graduation rate defined in such section 8101 (20 U.S.C. 7801).

“(ii) CTE concentrator attainment of challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(1)), and measured by the academic assessments described in section 1111(b)(2) of such Act (20 U.S.C. 6311(b)(2)).

“(iii) The percentage of CTE concentrators who, in the second quarter following the program year after exiting from secondary education, are in postsecondary education or advanced training, military service, or unsubsidized employment.

“(iv) Not less than one indicator of career and technical education program quality that—

“(I) shall include, not less than one of the following—

“(aa) the percentage of CTE concentrators graduating from high school having attained recognized postsecondary credentials;

“(bb) the percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical educational program or program of study earned through dual and concurrent enrollment or another credit transfer agreement; or

“(cc) the percentage of CTE concentrators graduating from high school having participated in work-based learning; and

“(II) may include any other measure of student success in career and technical education that is statewide, valid, and reliable.

“(v) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.

“(B) CORE INDICATORS OF PERFORMANCE FOR CTE CONCENTRATORS AT THE POSTSECONDARY LEVEL.—Each eligible agency shall identify in the State plan core indicators of performance for CTE concentrators at the postsecondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:

“(i) The percentage of CTE concentrators, who, during the second quarter after program completion, are in education or training activities, advanced training, or unsubsidized employment.

“(ii) The median earnings of CTE concentrators in unsubsidized employment two quarters after program completion.

“(iii) The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

“(iv) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.

“(C) ALIGNMENT OF PERFORMANCE INDICATORS.—In developing core indicators of performance under subparagraphs (A) and (B), an eligible agency shall, to the greatest extent possible, align the indicators so that substantially similar information gathered for other State and Federal programs, or for any other purpose, may be used to meet the requirements of this section.”;

(D) in paragraph (3)—

(i) by amending subparagraph (A) to read as follows:

“(A) STATE ADJUSTED LEVELS OF PERFORMANCE FOR CORE INDICATORS OF PERFORMANCE.—

“(i) IN GENERAL.—Each eligible agency, with input from eligible recipients, shall establish and identify in the State plan submitted under section 122, for the first 2 program years covered by the State plan, levels of performance for each of the core indicators of performance described in subparagraphs (A) and (B) of paragraph (2) for career and technical education activities authorized under this title. The levels of performance established under this subparagraph shall, at a minimum—

“(I) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and

“(II) be sufficiently ambitious to allow for meaningful evaluation of program quality.

“(ii) STATE ADJUSTED LEVELS OF PERFORMANCE FOR SUBSEQUENT YEARS.—Prior to the third program year covered by the State plan, each eligible agency shall revise the State levels of performance for each of the core indicators of performance for the subsequent program years covered by the State plan, taking into account the extent to which such levels of performance promote meaningful program improvement on such indicators. The State adjusted levels of performance identified under this clause shall be considered to be the State adjusted levels of performance for the State for such years and shall be incorporated into the State plan.

“(iii) REPORTING.—The eligible agency shall, for each year described in clauses (i) and (iii), publicly report and widely disseminate the State levels of performance described in this subparagraph.

“(iv) REVISIONS.—If unanticipated circumstances arise in a State, the eligible agency may revise the State adjusted levels of performance required under this subparagraph, and submit such revised levels of performance with evidence supporting the revision and demonstrating public consultation, in a manner consistent with the process described in subsections (d) and (f) of section 122.”; and

(ii) by striking subparagraph (B) and inserting the following:

“(B) ACTUAL LEVELS OF PERFORMANCE.—At the end of each program year, the eligible agency shall determine actual levels of performance on each of the core indicators of performance and publicly report and widely disseminate the actual levels of performance described in this subparagraph.”; and

(E) in paragraph (4)—

(i) in subparagraph (A)—

(I) in clause (i)(I), by striking “consistent with the State levels of performance established under paragraph (3), so as” and inserting “consistent with the form expressed in the State levels, so as”;

(II) by striking clause (i)(II) and inserting the following:

“(II) be sufficiently ambitious to allow for meaningful evaluation of program quality.”;

(III) in clause (iv)—

(aa) by striking “third and fifth program years” and inserting “third program year”; and

(bb) by striking “corresponding” before “subsequent program years”;

(IV) in clause (v)—

(aa) by striking “and” at the end of subclause (I);

(bb) by redesignating subclause (II) as subclause (III);

(cc) by inserting after subclause (I) the following:

“(II) local economic conditions.”;

(dd) in subclause (III), as so redesignated, by striking “promote continuous improvement on the core indicators of performance by the eligible recipient.” and inserting “advance the eligible recipient’s accomplishments of the goals set forth in the local application; and”;

(ee) by adding at the end the following:

“(IV) the eligible recipient’s ability and capacity to collect and access valid, reliable, and cost effective data.”;

(V) in clause (vi), by inserting “or changes occur related to improvements in data or measurement approaches,” after “factors described in clause (v).”; and

(VI) by adding at the end the following:

“(vii) REPORTING.—The eligible recipient shall, for each year described in clauses (iii) and (iv), publicly report the local levels of performance described in this subparagraph.”;

(i) by striking subparagraph (B) and redesignating subparagraph (C) as subparagraph (B); and

(ii) in clause (ii)(I) of subparagraph (B), as so redesignated—

(I) by striking “section 1111(h)(1)(C)(i)” and inserting “section 1111(h)(1)(C)(ii)”;

(II) by striking “section 3(29)” and inserting “section 3(40)”;

(3) in subsection (c)—

(A) in the heading, by inserting “STATE” before “REPORT”;

(B) in paragraph (1)(B), by striking “information on the levels of performance achieved by the State with respect to the additional indicators of performance, including the” and inserting “the”; and

(C) in paragraph (2)(A)—

(i) by striking “categories” and inserting “subgroups”;

(ii) by striking “section 1111(h)(1)(C)(i)” and inserting “section 1111(h)(1)(C)(ii)”;

(iii) by striking “section 3(29)” and inserting “section 3(40)”.

#### SEC. 113. NATIONAL ACTIVITIES.

Section 114 (20 U.S.C. 2324) is amended—

(1) in subsection (a)—

(A) in paragraph (1)—

(i) by striking “The Secretary shall” the first place it appears and inserting “The Secretary shall, in consultation with the Director of the Institute for Education Sciences.”;

(ii) by inserting “from eligible agencies under section 113(c)” after “pursuant to this title”; and

(B) by striking paragraph (3);

(2) by amending subsection (b) to read as follows:

“(b) REASONABLE COST.—The Secretary shall take such action as may be necessary to secure at reasonable cost the information required by this title. To ensure reasonable cost, the Secretary, in consultation with the National Center for Education Statistics and the Office of Career, Technical, and Adult Education shall determine the methodology to be used and the frequency with which such information is to be collected.”;

(3) in subsection (c)—

(A) in paragraph (1)—

(i) by striking “may” and inserting “shall”;

(ii) by striking “, directly or through grants, contracts, or cooperative agreements,” and inserting “directly or through grants”; and

(iii) by striking “and assessment”; and

(B) in paragraph (2)—

(i) in subparagraph (B), by inserting “, acting through the Director of the Institute for Education Sciences,” after “describe how the Secretary”; and

(ii) in subparagraph (C), by inserting “, in consultation with the Director of the Institute for Education Sciences,” after “the Secretary”;

(4) in subsection (d)—

(A) in paragraph (1)—

(i) in subparagraph (A)—

(I) by inserting “, acting through the Director of the Institute for Education Sciences,” after “The Secretary”;

(II) by inserting “and the plan developed under subsection (c)” after “described in paragraph (2)”;

(III) by striking “assessment” each place such term appears and inserting “evaluation”;

(ii) in subparagraph (B)—

(I) in clause (v), by striking “; and” and inserting a semicolon;

(II) in clause (vi), by striking the period at the end and inserting “, which may include individuals with expertise in addressing inequities in access to, and in opportunities for academic and technical skill attainment; and”;

(III) by adding at the end the following:

“(vii) representatives of special populations.”;

(B) in paragraph (2)—

(i) in the heading, by striking “AND ASSESSMENT”;

(ii) in subparagraph (A)—

(I) by inserting “, acting through the Director of the Institute for Education Sciences,” after “the Secretary”;

(II) by striking “an independent evaluation and assessment” and inserting “a series of research and evaluation initiatives for each year for which funds are appropriated to carry out this Act, which are aligned with the plan in subsection (c)(2).”;

(III) by striking “Carl D. Perkins Career and Technical Education Improvement Act of 2006” and “Strengthening Career and Technical Education for the 21st Century Act”;

(IV) by striking “, contracts, and cooperative agreements that are” and inserting “to institutions of higher education or a consortia of one or more institutions of higher education and one or more private nonprofit organizations or agencies”; and

(V) by adding at the end the following: “Such evaluation shall, whenever possible, use the most recent data available.”;

(iii) by amending subparagraph (B) to read as follows:

“(B) CONTENTS.—The evaluation required under subparagraph (A) shall include descriptions and evaluations of—

“(i) the extent and success of the integration of challenging State academic standards adopted under 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(1)) and career and technical education for students participating in career and technical education programs, including a review of the effect of such integration on the academic and technical proficiency achievement of such students (including the number of such students that receive a regular high school diploma, as such term is defined under section 8101 of the Elementary and Secondary Education Act of

1965 or a State-defined alternative diploma described in section 8101(25)(A)(ii)(I)(bb) of such Act (20 U.S.C. 7801(25)(A)(ii)(I)(bb)));

“(ii) the extent to which career and technical education programs and programs of study prepare students, including special populations, for subsequent employment in high-skill, high-wage occupations (including those in which mathematics and science, which may include computer science, skills are critical), or for participation in postsecondary education;

“(iii) employer involvement in, benefit from, and satisfaction with, career and technical education programs and programs of study and career and technical education students’ preparation for employment;

“(iv) efforts to expand access to career and technical education programs of study for all students;

“(v) innovative approaches to work-based learning programs that increase participation and alignment with employment in high-growth industries, including in rural and low-income areas;

“(vi) the impact of the amendments to this Act made under the Strengthening Career and Technical Education for the 21st Century Act, including comparisons, where appropriate, of—

“(I) the use of the comprehensive needs assessment under section 134(b);

“(II) the implementation of programs of study; and

“(III) coordination of planning and program delivery with other relevant laws, including the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.);

“(vii) changes in career and technical education program accountability as described in section 113 and any effects of such changes on program delivery and program quality; and

“(viii) changes in student enrollment patterns.”; and

(iv) in subparagraph (C)—

(I) in clause (i)—

(aa) by inserting “, in consultation with the Director of the Institute for Education Sciences,” after “The Secretary”;

(bb) in subclause (I)—

(AA) by striking “assessment” and inserting “evaluation and summary of research activities carried out under this section”; and

(BB) by striking “2010” and inserting “2021”; and

(cc) in subclause (II)—

(AA) by striking “assessment” and inserting “evaluation and summary of research activities carried out under this section”; and

(BB) by striking “2011” and inserting “2023”; and

(II) by adding after clause (ii) the following:

“(iii) DISSEMINATION.—In addition to submitting the reports required under clause (i), the Secretary shall disseminate the results of the evaluation widely and on a timely basis in order to increase the understanding among State and local officials and educators of the effectiveness of programs and activities supported under the Act and of the career and technical education programs that are most likely to produce positive educational and employment outcomes.”; and

(C) by striking paragraphs (3), (4), and (5) and inserting the following:

“(3) INNOVATION.—

“(A) GRANT PROGRAM.—To identify and support innovative strategies and activities to improve career and technical education and align workforce skills with labor market needs as part of the plan developed under subsection (c) and the requirements of this subsection, the Secretary may award grants to eligible entities to—

“(i) create, develop, implement, or take to scale evidence-based, field initiated innovations, including through a pay for success initiative to improve student outcomes in career and technical education; and

“(ii) rigorously evaluate such innovations.

“(B) MATCHING FUNDS.—

“(i) MATCHING FUNDS REQUIRED.—Except as provided under clause (ii), to receive a grant under this paragraph, an eligible entity shall, through cash or in-kind contributions, provide matching funds from public or private sources in an amount equal to at least 50 percent of the funds provided under such grant.

“(ii) EXCEPTION.—The Secretary may waive the matching fund requirement under clause (i) if the eligible entity demonstrates exceptional circumstances.

“(C) APPLICATION.—To receive a grant under this paragraph, an eligible entity shall submit to the Secretary at such a time as the Secretary may require, an application that—

“(i) identifies and designates the agency, institution, or school responsible for the administration and supervision of the program assisted under this paragraph;

“(ii) identifies the source and amount of the matching funds required under subparagraph (B)(i);

“(iii) describes how the eligible entity will use the grant funds, including how such funds will directly benefit students, including special populations, served by the eligible entity;

“(iv) describes how the program assisted under this paragraph will be coordinated with the activities carried out under section 124 or 135;

“(v) describes how the program assisted under this paragraph aligns with the single plan described in subsection (c); and

“(vi) describes how the program assisted under this paragraph will be evaluated and how that evaluation may inform the report described in subsection (d)(2)(C).

“(D) PRIORITY.—In awarding grants under this paragraph, the Secretary shall give priority to applications from eligible entities that will predominantly serve students from low-income families.

“(E) GEOGRAPHIC DIVERSITY.—

“(i) IN GENERAL.—In awarding grants under this paragraph, the Secretary shall award no less than 25 percent of the total available funds for any fiscal year to eligible entities proposing to fund career and technical education activities that serve—

“(I) a local educational agency with an urban-centric district locale code of 32, 33, 41, 42, or 43, as determined by the Secretary;

“(II) an institution of higher education primarily serving the one or more areas served by such a local educational agency;

“(III) a consortium of such local educational agencies or such institutions of higher education;

“(IV) a partnership between—

“(aa) an educational service agency or a nonprofit organization; and

“(bb) such a local educational agency or such an institution of higher education; or

“(V) a partnership between—

“(aa) a grant recipient described in subsection (I) or (II); and

“(bb) a State educational agency.

“(ii) EXCEPTION.—Notwithstanding clause (i), the Secretary shall reduce the amount of funds made available under such clause if the Secretary does not receive a sufficient number of applications of sufficient quality.

“(F) USES OF FUNDS.—An eligible entity that is awarded a grant under this paragraph shall use the grant funds, in a manner consistent with subparagraph (A)(i), to—

“(i) improve career and technical education outcomes of students served by eligible entities under this title;

“(ii) improve career and technical education teacher effectiveness;

“(iii) improve the transition of students from secondary education to postsecondary education or employment;

“(iv) improve the incorporation of comprehensive work-based learning into career and technical education;

“(v) increase the effective use of technology within career and technical education programs;

“(vi) support new models for integrating academic content and career and technical education content in such programs;

“(vii) support the development and enhancement of innovative delivery models for career and technical education;

“(viii) work with industry to design and implement courses or programs of study aligned to labor market needs in new or emerging fields;

“(ix) integrate science, technology, engineering, and mathematics fields, including computer science education, with career and technical education;

“(x) support innovative approaches to career and technical education by redesigning the high school experience for students, which may include evidence-based transitional support strategies for students who have not met postsecondary education eligibility requirements;

“(xi) improve CTE concentrator employment outcomes in nontraditional fields; or

“(xii) support the use of career and technical education programs and programs of study in a coordinated strategy to address identified employer needs and workforce shortages, such as shortages in the early childhood, elementary school, and secondary school education workforce.

“(G) EVALUATION.—Each eligible entity receiving a grant under this paragraph shall provide for an independent evaluation of the activities carried out using such grant and submit to the Secretary an annual report that includes—

“(i) a description of how funds received under this paragraph were used;

“(ii) the performance of the eligible entity with respect to, at a minimum, the performance indicators described under section 113, as applicable, and disaggregated by—

“(I) subgroups of students described in section 1111(c)(2)(B) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(c)(2)(B));

“(II) special populations; and

“(III) as appropriate, each career and technical education program and program of study; and

“(iii) a quantitative analysis of the effectiveness of the project carried out under this paragraph.”; and

(5) by striking subsection (e) and inserting the following:

“(e) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section—

“(1) \$7,523,285 for fiscal year 2017;

“(2) \$7,626,980 for fiscal year 2018;

“(3) \$7,732,104 for fiscal year 2019;

“(4) \$7,838,677 for fiscal year 2020;

“(5) \$7,946,719 for fiscal year 2021; and

“(6) \$8,056,251 for fiscal year 2022.”.

#### SEC. 114. ASSISTANCE FOR THE OUTLYING AREAS.

Section 115 (20 U.S.C. 2325) is amended—

(1) in subsection (a)(3), by striking “subject to subsection (d)” and inserting “subject to subsection (b)”;

(2) by striking subsections (b) and (c); and

(3) by redesignating subsection (d) as subsection (b).

#### SEC. 115. TRIBALLY CONTROLLED POSTSECONDARY CAREER AND TECHNICAL INSTITUTIONS.

Section 117(i) (20 U.S.C. 2327(i)) is amended to read as follows:

“(i) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section—

“(1) \$8,400,208 for fiscal year 2017;

“(2) \$8,515,989 for fiscal year 2018;

“(3) \$8,633,367 for fiscal year 2019;

“(4) \$8,752,362 for fiscal year 2020;

“(5) \$8,872,998 for fiscal year 2021; and

“(6) \$8,995,296 for fiscal year 2022.”.

#### SEC. 116. OCCUPATIONAL AND EMPLOYMENT INFORMATION.

Section 118 (20 U.S.C. 2328) is repealed.

#### PART B—STATE PROVISIONS

##### SEC. 121. STATE PLAN.

Section 122 (20 U.S.C. 2342) is amended—

(1) in subsection (a)—

(A) in paragraph (1)—

(i) by striking “6-year period” and inserting “4-year period”; and

(ii) by striking “Carl D. Perkins Career and Technical Education Improvement Act of 2006” and inserting “Strengthening Career and Technical Education for the 21st Century Act”;

(B) in paragraph (2)(B), by striking “6-year period” and inserting “4-year period”; and

(C) in paragraph (3), by striking “(including charter school)” and all that follows through “and community organizations)” and inserting “(including teachers, specialized instructional support personnel, paraprofessionals, school leaders, authorized public chartering agencies, and charter school leaders, consistent with State law, employers, labor organizations, parents, students, and community organizations)”;

(2) by amending subsections (b), (c), (d), and (e) to read as follows:

“(b) OPTIONS FOR SUBMISSION OF STATE PLAN.—

“(1) COMBINED PLAN.—The eligible agency may submit a combined plan that meets the requirements of this section and the requirements of section 103 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3113), unless the eligible agency opts to submit a single plan under paragraph (2) and informs the Secretary of such decision.

“(2) SINGLE PLAN.—If the eligible agency elects not to submit a combined plan as described in paragraph (1), such eligible agency shall submit a single State plan.

“(c) PLAN DEVELOPMENT.—

“(1) IN GENERAL.—The eligible agency shall—

“(A) develop the State plan in consultation with—

“(i) representatives of secondary and postsecondary career and technical education programs, including eligible recipients and representatives of two-year Minority-Serving Institutions and Historically Black Colleges and Universities in States where such institutions are in existence, and charter school representatives in States where such schools are in existence, which shall include teachers, school leaders, specialized instructional support personnel (including guidance counselors), and paraprofessionals;

“(ii) interested community representatives, including parents and students;

“(iii) the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111);

“(iv) representatives of special populations;

“(v) representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State;

“(vi) representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth; and

“(vii) representatives of Indian tribes located in the State; and

“(B) consult the Governor of the State, and the heads of other State agencies with authority for career and technical education programs that are not the eligible agency, with respect to the development of the State plan.

“(2) ACTIVITIES AND PROCEDURES.—The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in State and local decisions that relate to development of the State plan.

“(d) PLAN CONTENTS.—The State plan shall include—

“(1) a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State’s career and technical education programs and programs of study are aligned with such activities;

“(2) the State’s strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in-demand industry sectors and occupations as identified by the State, and how the State’s career and technical education programs will help to meet these goals;

“(3) a summary of the strategic planning elements of the unified State plan required under section 102(b)(1) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3112(b)(1)), including the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B));

“(4) a description of the career and technical education programs or programs of study that will be supported, developed, or improved, including descriptions of—

“(A) the programs of study to be developed at the State level and made available for adoption by eligible recipients;

“(B) the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs; and

“(C) how the eligible agency will—

“(i) make information on approved programs of study and career pathways, including career exploration, work-based learning opportunities, guidance and advisement resources, available to students and parents;

“(ii) ensure nonduplication of eligible recipients’ development of programs of study and career pathways;

“(iii) determine alignment of eligible recipients’ programs of study to the State, regional or local economy, including in-demand fields and occupations identified by the State workforce development board as appropriate;

“(iv) provide equal access to activities assisted under this Act for special populations;

“(v) coordinate with the State workforce board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards;

“(vi) use State, regional, or local labor market data to align career and technical education with State labor market needs;

“(vii) support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers; and

“(viii) improve outcomes for CTE concentrators, including those who are members of special populations;

“(5) a description of the criteria and process for how the eligible agency will approve

eligible recipients for funds under this Act, including how—

“(A) each eligible recipient will promote academic achievement;

“(B) each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and

“(C) each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including where appropriate, in-demand industry sectors and occupations;

“(6) a description of how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support;

“(7) a description of how the eligible agency will use State leadership funding to meet the requirements of section 124(b);

“(8) a description of how funds received by the eligible agency through the allotment made under section 111 will be distributed—

“(A) among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

“(B) among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace;

“(9) a description of the procedure the eligible agency will adopt for determining State adjusted levels of performance described in section 113, which at a minimum shall include—

“(A) consultation with stakeholders identified in paragraph (1);

“(B) opportunities for the public to comment in person and in writing on the State adjusted levels of performance included in the State plan; and

“(C) submission of public comment on State adjusted levels of performance as part of the State plan; and

“(10) assurances that—

“(A) the eligible agency will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs;

“(B) none of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization;

“(C) the eligible agency will use the funds to promote preparation for high-skill, high-wage, or in-demand occupations and non-traditional fields, as identified by the State;

“(D) the eligible agency will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities; and

“(E) the eligible agency will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to

close gaps in student participation and performance in career and technical education programs.

“(e) CONSULTATION.—

“(1) IN GENERAL.—The eligible agency shall develop the portion of each State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the—

“(A) State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education;

“(B) the State agency responsible for secondary education; and

“(C) the State agency responsible for adult education.

“(2) OBJECTIONS OF STATE AGENCIES.—If a State agency other than the eligible agency finds that a portion of the final State plan is objectionable, that objection shall be filed together with the State plan. The eligible agency shall respond to any objections of such State agency in the State plan submitted to the Secretary.

“(f) PLAN APPROVAL.—

“(1) IN GENERAL.—The Secretary shall approve a State plan, or a revision to an approved State plan, unless the Secretary determines that the State plan, or revision, respectively, does not meet the requirements of this Act.

“(2) DISAPPROVAL.—The Secretary shall—

“(A) have the authority to disapprove a State plan only if the Secretary—

“(i) determines how the State plan fails to meet the requirements of this Act; and

“(ii) immediately provides to the State, in writing, notice of such determination and the supporting information and rationale to substantiate such determination; and

“(B) not finally disapprove a State plan, except after making the determination and providing the information described in subparagraph (A) and giving the eligible agency notice and an opportunity for a hearing.

“(3) TIMEFRAME.—A State plan shall be deemed approved by the Secretary if the Secretary has not responded to the eligible agency regarding the State plan within 90 days of the date the Secretary receives the State plan.”

#### SEC. 122. IMPROVEMENT PLANS.

Section 123 (20 U.S.C. 2343) is amended—

(1) in subsection (a)—

(A) in paragraph (1)—

(i) by striking “percent of an agreed upon” and inserting “percent of the”; and

(ii) by striking “appropriate agencies,” and inserting “appropriate State agencies.”;

(B) in paragraph (2)—

(i) by inserting “including after implementation of the improvement plan described in paragraph (1),” after “purposes of this Act.”; and

(ii) by striking “Act” and inserting “subsection”;

(C) in paragraph (3)—

(i) by amending subparagraph (A) to read as follows:

“(A) IN GENERAL.—If the eligible agency fails to make any improvement in meeting any of the State adjusted levels of performance for any of the core indicators of performance identified under paragraph (1) during the first 2 years of implementation of the improvement plan required under paragraph (1), the eligible agency—

“(i) shall revise such improvement plan to address the reasons for such failure; and

“(ii) shall continue to implement such improvement plan until the eligible agency meets at least 90 percent of the State adjusted level of performance for the same core



indicators of performance for which the plan is revised.”; and

(i) in subparagraph (B), by striking “sanction in” and inserting “requirements of”; and

(D) by striking paragraph (4);

(2) in subsection (b)—

(A) in paragraph (2), by striking “the eligible agency, appropriate agencies, individuals, and organizations” and inserting “local stakeholders included in section 134(d)(1)”;

(B) in paragraph (3), by striking “shall work with the eligible recipient to implement improvement activities consistent with the requirements of this Act.” and inserting “shall provide technical assistance to assist the eligible recipient in meeting its responsibilities under section 134.”;

(C) in paragraph (4)—

(i) by amending subparagraph (A) to read as follows:

“(A) IN GENERAL.—If the eligible recipient fails to make any improvement in meeting any of the local adjusted levels of performance for any of the core indicators of performance identified under paragraph (2) during a number of years determined by the eligible agency, the eligible recipient—

“(i) shall revise the improvement plan described in paragraph (2) to address the reasons for such failure; and

“(ii) shall continue to implement such improvement plan until such recipient meets at least 90 percent of an agreed upon local adjusted level of performance for the same core indicators of performance for which the plan is revised.”; and

(ii) in subparagraph (B)—

(I) in the matter preceding clause (i)—

(aa) by striking “In determining whether to impose sanctions under subparagraph (A), the” and inserting “The”; and

(bb) by striking “waive imposing sanctions” and inserting “waive the requirements of subparagraph (A)”;

(II) in clause (i), by striking “or” at the end;

(III) in clause (ii), by striking the period at the end and inserting “; or”; and

(IV) by adding at the end the following:

“(iii) in response to a public request from an eligible recipient consistent with clauses (i) and (ii).”; and

(D) by striking paragraph (5); and

(3) by adding at the end the following:

“(c) PLAN DEVELOPMENT.—Except for consultation described in subsection (b)(2), the State and local improvement plans, and the elements of such plans, required under this section shall be developed solely by the eligible agency or the eligible recipient, respectively.”.

#### SEC. 123. STATE LEADERSHIP ACTIVITIES.

Section 124 (20 U.S.C. 2344) is amended—

(1) in subsection (a), by striking “shall conduct State leadership activities.” and inserting “shall—

“(1) conduct State leadership activities directly; and

“(2) report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State adjusted levels of performance described in section 113(b)(3)(A).”; and

(2) in subsection (b)—

(A) by striking paragraphs (1) through (4) and inserting the following:

“(1) developing statewide programs of study, which may include standards, curriculum, and course development, and career exploration, guidance, and advisement activities and resources;

“(2) approving locally developed programs of study that meet the requirements established in section 122(d)(4)(B);

“(3) establishing statewide articulation agreements aligned to approved programs of study;

“(4) establishing statewide partnerships among local educational agencies, institutions of higher education, and employers, including small businesses, to develop and implement programs of study aligned to State and local economic and education needs, including as appropriate, in-demand industry sectors and occupations.”; and

(B) by striking paragraphs (6) through (9) and inserting the following:

“(6) support services for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;

“(7) for faculty and teachers providing career and technical education instruction, support services, and specialized instructional support services, high-quality comprehensive professional development that is, to the extent practicable, grounded in evidence-based research (to the extent a State determines that such evidence is reasonably available) that identifies the most effective educator professional development process and is coordinated and aligned with other professional development activities carried out by the State (including under title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6601 et seq.) and title II of the Higher Education Act of 1965 (20 U.S.C. 1021 et seq.)), including programming that—

“(A) promotes the integration of the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(1)) and relevant technical knowledge and skills;

“(B) prepares career and technical education teachers, specialized instructional support personnel, and paraprofessionals to provide appropriate accommodations for students who are members of special populations, including through the use of principles of universal design for learning; and

“(C) increases understanding of industry standards, as appropriate, for faculty providing career and technical education instruction; and

“(8) technical assistance for eligible recipients.”; and

(3) in subsection (c), by striking paragraphs (1) through (17) and inserting the following:

“(1) awarding incentive grants to eligible recipients—

“(A) for exemplary performance in carrying out programs under this Act, which awards shall be based on—

“(i) eligible recipients exceeding the local adjusted level of performance established under section 113(b)(4)(A) in a manner that reflects sustained or significant improvement;

“(ii) eligible recipients effectively developing connections between secondary education and postsecondary education and training;

“(iii) the integration of academic and technical standards;

“(iv) eligible recipients’ progress in closing achievement gaps among subpopulations who participate in programs of study; or

“(v) other factors relating to the performance of eligible recipients under this Act as the eligible agency determines are appropriate; or

“(B) if an eligible recipient elects to use funds as permitted under section 135(c);

“(2) providing support for the adoption and integration of recognized postsecondary credentials or for consultation and coordination with other State agencies for the identification, consolidation, or elimination of licenses or certifications which pose an unnecessary barrier to entry for aspiring workers and provide limited consumer protection;

“(3) the creation, implementation, and support of pay-for-success initiatives leading to recognized postsecondary credentials;

“(4) support for career and technical education programs for adults and out-of-school youth concurrent with their completion of their secondary school education in a school or other educational setting;

“(5) the creation, evaluation, and support of competency-based curricula;

“(6) support for the development, implementation, and expansion of programs of study or career pathways in areas declared to be in a state of emergency under section 501 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5191);

“(7) providing support for dual or concurrent enrollment programs, such as early college high schools;

“(8) improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

“(9) support for the integration of employability skills into career and technical education programs and programs of study;

“(10) support for programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science), particularly for students who are members of groups underrepresented in such subject fields, such as female students, minority students, and students who are members of special populations;

“(11) support for career and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations;

“(12) support for establishing and expanding work-based learning opportunities;

“(13) support for preparing, retaining, and training of career and technical education teachers, faculty, specialized instructional support personnel, and paraprofessionals, such as preservice, professional development, and leadership development programs;

“(14) integrating and aligning programs of study and career pathways;

“(15) supporting the use of career and technical education programs and programs of study aligned with State, regional, or local in-demand industry sectors or occupations identified by State or local workforce development boards;

“(16) making all forms of instructional content widely available, which may include use of open educational resources;

“(17) support for the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study; and

“(18) support for accelerated learning programs (described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)) when any such program is part of a program of study.”.

#### PART C—LOCAL PROVISIONS

#### SEC. 131. LOCAL APPLICATION FOR CAREER AND TECHNICAL EDUCATION PROGRAMS.

Section 134 (20 U.S.C. 2354) is amended—

(1) in the section heading by striking “LOCAL PLAN” and inserting “LOCAL APPLICATION”;

(2) in subsection (a)—

(A) in the heading, by striking “LOCAL PLAN” and inserting “LOCAL APPLICATION”;

(B) by striking “submit a local plan” and inserting “submit a local application”; and

(C) by striking “Such local plan” and inserting “Such local application”; and

(3) by striking subsection (b) and inserting the following:



“(b) CONTENTS.—The eligible agency shall determine the requirements for local applications, except that each local application shall contain—

“(1) a description of the results of the comprehensive needs assessment conducted under subsection (c);

“(2) information on the programs of study approved by a State under section 124(b)(2) supported by the eligible recipient with funds under this part, including—

“(A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded; and

“(B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval;

“(3) a description of how the eligible recipient will provide—

“(A) career exploration and career development coursework, activities, or services;

“(B) career information; and

“(C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program; and

“(4) a description of how the eligible recipient will—

“(A) provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency; and

“(B) prepare CTE participants for non-traditional fields.

“(c) COMPREHENSIVE NEEDS ASSESSMENT.—

“(1) IN GENERAL.—To be eligible to receive financial assistance under this part, an eligible recipient shall—

“(A) conduct a comprehensive local needs assessment related to career and technical education; and

“(B) not less than once every two years, update such comprehensive local needs assessment.

“(2) REQUIREMENTS.—The comprehensive local needs assessment described under paragraph (1) shall include—

“(A) an evaluation of the performance of the students served by the eligible recipient with respect to State and local adjusted levels of performance established pursuant to section 113, including an evaluation of performance for special populations;

“(B) a description of how career and technical education programs offered by the eligible recipient are—

“(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and

“(ii) (I) aligned to State, regional, or local in-demand industry sectors or occupations identified by the State or local workforce development board, including career pathways, where appropriate; or

“(II) designed to meet local education or economic needs not identified by State or local workforce development boards;

“(C) an evaluation of progress toward the implementation of career and technical education programs and programs of study;

“(D) an evaluation of strategies needed to overcome barriers that result in lowering rates of access to, or lowering success in, career and technical education programs for special populations, which may include strategies to establish or utilize existing flexible learning and manufacturing facilities, such as makerspaces;

“(E) a description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career, academic, and guidance counselors, including individuals in groups under-represented in such professions; and

“(F) a description of how the eligible recipient will support the transition to teaching from business and industry.

“(d) CONSULTATION.—In conducting the comprehensive needs assessment under subsection (c), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

“(1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers and administrators;

“(2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;

“(3) representatives of State or local workforce development boards and a range of local or regional businesses or industries;

“(4) parents and students;

“(5) representatives of special populations; and

“(6) representatives of local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6472)).

“(e) CONTINUED CONSULTATION.—An eligible recipient receiving financial assistance under this part shall consult with the entities described in subsection (d) on an ongoing basis to—

“(1) provide input on annual updates to the comprehensive needs assessment required under subsection (c);

“(2) ensure programs of study are—

“(A) responsive to community employment needs;

“(B) aligned with employment priorities in the State, regional, or local economy identified by employers and the entities described in subsection (d), which may include in-demand industry sectors or occupations identified by the local workforce development board;

“(C) informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));

“(D) designed to meet current, intermediate, or long-term labor market projections; and

“(E) allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure programs align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;

“(3) identify and encourage opportunities for work-based learning; and

“(4) ensure funding under this part is used in a coordinated manner with other local resources.”.

#### SEC. 132. LOCAL USES OF FUNDS.

Section 135 (20 U.S.C. 2355) is amended to read as follows:

#### “SEC. 135. LOCAL USES OF FUNDS.

“(a) GENERAL AUTHORITY.—Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).

“(b) REQUIREMENTS FOR USES OF FUNDS.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and—

“(1) provide career exploration and career development activities through an orga-

nized, systematic framework designed to aid students, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—

“(A) introductory courses or activities focused on career exploration and career awareness;

“(B) readily available career and labor market information, including information on—

“(i) occupational supply and demand;

“(ii) educational requirements;

“(iii) other information on careers aligned to State or local economic priorities; and

“(iv) employment sectors;

“(C) programs and activities related to the development of student graduation and career plans;

“(D) career guidance and academic counselors that provide information on postsecondary education and career options; or

“(E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals;

“(2) provide professional development for teachers, principals, school leaders, administrators, faculty, and career and guidance counselors with respect to content and pedagogy that—

“(A) supports individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curriculum;

“(B) ensures labor market information is used to inform the programs, guidance, and advisement offered to students;

“(C) provides educators with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;

“(D) supports administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such administrators;

“(E) supports the implementation of strategies to improve student achievement and performance in career and technical education programs; and

“(F) provides educators with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;

“(3) provide career and technical education students, including special populations, with the skills necessary to pursue high-skill, high-wage occupations;

“(4) support integration of academic skills into career and technical education programs and programs of study to support CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(1)) by the State in which the eligible recipient is located;

“(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and student achievement of the local adjusted levels of performance established under section 113, which may include—

“(A) curriculum aligned with the requirements for a program of study;

“(B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area,

where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills in demand in the State, regional, or local economy;

“(C) dual or concurrent enrollment programs, including early college high schools, and the development or implementation of articulation agreements;

“(D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

“(E) a continuum of work-based learning opportunities;

“(F) industry-recognized certification exams or other assessments leading toward industry-recognized postsecondary credentials;

“(G) efforts to recruit and retain career and technical education program administrators and educators;

“(H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

“(I) expanding opportunities for students to participate in distance career and technical education and blended-learning programs;

“(J) expanding opportunities for students to participate in competency-based education programs;

“(K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

“(L) supporting the integration of employability skills into career and technical education programs and programs of study;

“(M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science) for students who are members of groups underrepresented in such subject fields;

“(N) providing career and technical education, in a school or other educational setting, for adults or a school-aged individual who has dropped out of a secondary school to complete secondary school education or upgrade technical skills;

“(O) career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curriculum;

“(P) making all forms of instructional content widely available, which may include use of open educational resources;

“(Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;

“(R) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)) as part of a program of study; and

“(S) other activities to improve career and technical education programs; and

“(6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to

complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(C).

“(c) POOLING FUNDS.—An eligible recipient may pool a portion of funds received under this Act with a portion of funds received under this Act available to not less than 1 other eligible recipient to support implementation of programs of study through the activities described in subsection (b)(2).

“(d) ADMINISTRATIVE COSTS.—Each eligible recipient receiving funds under this part shall not use more than 5 percent of such funds for costs associated with the administration of activities under this section.”

#### TITLE II—GENERAL PROVISIONS

##### SEC. 201. FEDERAL AND STATE ADMINISTRATIVE PROVISIONS.

The Act (20 U.S.C. 2301 et seq.) is amended—

(1) in section 311(b)—

(A) in paragraph (1)—

(i) by amending subparagraph (A) to read as follows:

“(A) IN GENERAL.—Except as provided in subparagraphs (B), (C), or (D), in order for a State to receive its full allotment of funds under this Act for any fiscal year, the Secretary must find that the State’s fiscal effort per student, or the aggregate expenditures of such State, with respect to career and technical education for the preceding fiscal year was not less than the fiscal effort per student, or the aggregate expenditures of such State, for the second preceding fiscal year.”;

(ii) in subparagraph (B), by striking “shall exclude capital expenditures, special 1-time project costs, and the cost of pilot programs.” and inserting “shall, at the request of the State, exclude competitive or incentive-based programs established by the State, capital expenditures, special one-time project costs, and the cost of pilot programs.”; and

(iii) by adding after subparagraph (C), the following new subparagraph:

“(D) ESTABLISHING THE STATE BASELINE.—

“(i) IN GENERAL.—For purposes of subparagraph (A), the State may—

“(I) continue to use the State’s fiscal effort per student, or aggregate expenditures of such State, with respect to career and technical education, as was in effect on the day before the date of enactment of the Strengthening Career and Technical Education for the 21st Century Act; or

“(II) establish a new level of fiscal effort per student, or aggregate expenditures of such State, with respect to career and technical education.

“(ii) AMOUNT.—The amount of the new level described in clause (i)(II) shall be the State’s fiscal effort per student, or aggregate expenditures of such State, with respect to career and technical education, for the first full fiscal year following the enactment of such Act.”; and

(B) by striking paragraph (2) and inserting the following:

“(2) FAILURE TO MEET.—The Secretary shall reduce the amount of a State’s allotment of funds under this Act for any fiscal year in the exact proportion by which the State fails to meet the requirement of paragraph (1) by falling below the State’s fiscal effort per student or the State’s aggregate expenditures (using the measure most favorable to the State), if the State failed to meet such requirement (as determined using the measure most favorable to the State) for 1 or more of the 5 immediately preceding fiscal years.

“(3) WAIVER.—The Secretary may waive paragraph (2) due to exceptional or uncontrollable circumstances affecting the ability of the State to meet the requirement of paragraph (1).”;

(2) in section 317(b)(1)—

(A) by striking “may, upon written request, use funds made available under this Act to” and inserting “may use funds made available under this Act to”; and

(B) by striking “who reside in the geographical area served by” and inserting “located in or near the geographical area served by”;

(3) by striking title II and redesignating title III as title II;

(4) by redesignating sections 311 through 318 as sections 211 through 218, respectively;

(5) by redesignating sections 321 through 324 as sections 221 through 224, respectively; and

(6) by inserting after section 218 (as so redesignated) the following:

##### “SEC. 219. STUDY ON PROGRAMS OF STUDY ALIGNED TO HIGH-SKILL, HIGH-WAGE OCCUPATIONS.

“(a) SCOPE OF STUDY.—The Comptroller General of the United States shall conduct a study to evaluate—

“(1) the strategies, components, policies, and practices used by eligible agencies or eligible recipients receiving funding under this Act to successfully assist—

“(A) all students in pursuing and completing programs of study aligned to high-skill, high-wage occupations; and

“(B) any specific subgroup of students identified in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(h)(1)(C)(ii)) in pursuing and completing programs of study aligned to high-skill, high-wage occupations in fields in which such subgroup is underrepresented; and

“(2) any challenges associated with replication of such strategies, components, policies, and practices.

“(b) CONSULTATION.—In carrying out the study conducted under subsection (a), the Comptroller General of the United States shall consult with a geographically diverse (including urban, suburban, and rural) representation of—

“(1) students and parents;

“(2) eligible agencies and eligible recipients;

“(3) teachers, faculty, specialized instructional support personnel, and paraprofessionals, including those with expertise in preparing CTE students for nontraditional fields;

“(4) special populations; and

“(5) representatives of business and industry.

“(c) SUBMISSION.—Upon completion, the Comptroller General of the United States shall submit the study conducted under subsection (a) to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate.”.

#### TITLE III—AMENDMENTS TO THE WAGNER-PEYSER ACT

##### SEC. 301. STATE RESPONSIBILITIES.

Section 15(e)(2) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)) is amended—

(1) by striking subparagraph (B) and inserting the following:

“(B) consult with eligible agencies (defined in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302)), State educational agencies, and local educational agencies concerning the provision of workforce and labor market information in order to—

“(i) meet the needs of secondary school and postsecondary school students who seek such information; and

“(ii) annually inform the development and implementation of programs of study defined in section 3 of the Carl D. Perkins Career and

Technical Education Act of 2006 (20 U.S.C. 2302), and career pathways;";

(2) in subparagraph (G), by striking "and" at the end;

(3) in subparagraph (H), by striking the period at the end and inserting "; and"; and

(4) by inserting after subparagraph (H) the following new subparagraph:

"(I) provide, on an annual and timely basis to each eligible agency (defined in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302)), the data and information described in subparagraphs (A) and (B) of subsection (a)(1)."

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Pennsylvania (Mr. THOMPSON) and the gentlewoman from Massachusetts (Ms. CLARK) each will control 20 minutes.

The Chair recognizes the gentleman from Pennsylvania.

#### GENERAL LEAVE

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous materials on H.R. 5587.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Pennsylvania?

There was no objection.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield myself such time as I may consume.

I rise in support of H.R. 5587.

Mr. Speaker, a weak economy and advances in technology have dramatically changed today's job market, creating both challenges and opportunities for men and women entering the workforce. This is why equipping today's students with the tools they need to remain competitive is essential. One way we can achieve that goal is by strengthening career and technical education programs for those eager to pursue pathways to success.

As cochair of the Career and Technical Education Caucus, I have worked hard to increase awareness about the opportunities available through CTE. For some students, a four-year college is the best path forward. For others, a CTE program might be the best way to shape a fulfilling and successful future, Mr. Speaker.

These State and local programs help individuals obtain the knowledge and skills they need to be successful in a number of different occupations and fields—fields like health care, technology, agriculture, and engineering.

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However, the law that provides Federal support for these programs has not been updated in more than a decade. Simply put, it does not address the new challenges today's students, workers, and employers face.

That is why I, along with my colleague from Massachusetts, Representative KATHERINE CLARK, introduced H.R. 5587, a bill that works to modernize and improve current law to better reflect those challenges and provide more opportunities for students to pursue successful, rewarding careers.

Recognizing the importance of engagement with community leaders and local businesses, this bill empowers State and local leaders by providing them with the flexibility they need to best prepare their students for the workforce and to respond to the changing needs of their communities. H.R. 5587 also promotes work-based learning and encourages stronger partnerships with employers to help students obtain jobs now and throughout their lifetimes.

I am also proud to say H.R. 5587 takes steps to reduce the Federal role in career and technical education, while ensuring transparency and accountability amongst CTE programs. By streamlining performance measures, the bill provides State and local leaders—rather than the Federal Government—with the tools they need to hold these programs accountable.

These are just some of the important reforms this bill makes to provide Americans with clear pathways to success.

Mr. Speaker, I would be remiss not to thank a few people who have made this bill possible: Chairman KLINE and his staff, in particular, James Redstone; Ranking Member SCOTT and his staff; Sam Morgante with Mr. LANGEVIN's office; and Katie Brown of my staff.

Both Sam and Katie have taken the lead staffing the Career and Technical Education Caucus, each providing tireless advocacy for the policies included in this bill. They have my deep appreciation for their hard work.

I urge my colleagues to support H.R. 5587 and help us take a positive step towards reforming and strengthening career and technical education training in America.

Mr. Speaker, I reserve the balance of my time.

Ms. CLARK of Massachusetts. I yield myself such time as I may consume.

Mr. Speaker, I rise today in strong support of H.R. 5587, the Strengthening Career and Technical Education for the 21st Century Act, legislation that I am proud to introduce with the gentleman from Pennsylvania (Mr. THOMPSON), as well as Representatives LANGEVIN, NOLAN, CURBELO, and BYRNE, and with the support of the House Education and the Workforce Committee ranking member, Mr. SCOTT, and our chairman, Mr. KLINE.

The bill before us is proof that Democrats and Republicans can come together and do the right thing for America's students, workers, and employers.

The Perkins Career and Technical Education program reaches over 11 million American students across the country each year; and for the first time in 10 years, this legislation will comprehensively update the program, overhauling how government invests in our workforce and strengthens American competitiveness through job skills training. This bill will help families by preparing them with the skills they need to thrive in high-demand fields as diverse as child care, advanced manu-

facturing, carpentry, computer science, automotive technology, culinary arts, and more.

This legislation is supported by over 200 leading national organizations, including educators, trade groups, and major employers across the country.

It was reported by the House Education and the Workforce Committee without a single dissenting vote, which I think reflects the bipartisan, good faith process by which we came together to draft and introduce this bill.

Specifically, I am pleased this legislation takes steps to help policymakers measure what does and does not work in career and technical education, allowing us to build on our past successes. It ensures our career and technical education programs are aligned with the needs of high-demand growth industries in order to make sure that America is competitive globally. It also supports our work-based learning and apprenticeships. It directly supports our early education and childcare workforce and brings the Perkins program into the modern 21st century global economy.

I am very pleased to have this bill on the floor today. I urge its passage.

I reserve the balance of my time.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I am pleased to yield 2 minutes to the gentleman from Michigan (Mr. WALBERG), the chairman of the Workforce Protections Subcommittee.

Mr. WALBERG. Mr. Speaker, I rise in support of H.R. 5587, which will help people in Michigan and across the country find meaningful careers in the 21st century workforce by updating our career and technical education programs.

As I met with students, teachers, and employers in my district, I have heard consistent support for improving CTE. I know how important it is to modernize this program for today's jobs, from touring places like Southern Michigan Center for Science and Industry in Hudson, Michigan; the Jackson Area Career Center in Jackson, Michigan; Monroe County Community College; and many more.

We know that not everyone's path to success in the workplace is the same and, while many students pursue degrees at colleges and universities, many others know their sweet spot lies somewhere else. Career and technical education provides those individuals that opportunity and ensures our aspiring workforce is getting the hands-on training they need and they want.

I am particularly pleased that this bill includes my provisions to address outdated and burdensome occupational licensure requirements which can come at the expense of lower income workers, young people, and entrepreneurs who lack the resources to overcome regulatory obstacles.

According to the National Bureau of Economic Research, nearly 1 in 3 jobs now require a State-approved license or certification; in 1950, it was 1 in 20.

This bill will help create pathways to careers by encouraging States to review their regulatory climate and ensure it does not create unnecessary barriers for job growth.

I commend the authors of this bill, and I am proud that it emerged from our committee on a unanimous 37-0 vote.

I hope my colleagues will vote in support of this bipartisan legislation and work together to help every American pursue their personal paths to the American Dream.

Ms. CLARK of Massachusetts. Mr. Speaker, I yield 2 minutes to the gentleman from Virginia (Mr. SCOTT), the distinguished ranking member of our committee.

Mr. SCOTT of Virginia. Mr. Speaker, I rise in support of H.R. 5587, the Strengthening CTE for the 21st Century Act, which would reauthorize the Perkins Career and Technical Education program.

The research is clear: the United States workforce is suffering from a skills gap. According to one study, 65 percent of all jobs in the United States in the near future will require at least some education or training past the high school level—not necessarily a 4-year degree, but some education and training past the high school level. In Virginia alone, we have thousands of jobs in the tech sector that go unfilled because of the lack of qualified applicants. Some of those jobs have salaries of \$88,000.

Today's CTE program is not the vocational education of the past, where students pursued a career rather than academic studies. Now the current programs integrate the academic curriculum which will assist in preparing participants for postsecondary education and credentials.

Mr. Speaker, people in the future will have to learn a new job; but if they don't have the academic background, we will be doing them a great disservice. This bill will allow students to pursue a career track; and if they change their mind later on, they are still getting the academics. They can go to a college-ready program.

We need to make sure that we have greater accountability for program quality. We want to ensure that we have more inclusive collaboration between educational institutions, industries, employers, and community partners. And we need to make sure that those programs are aligned with our recent K through 12 education and workforce systems.

I would like to thank all of the people who have been involved in this, particularly the gentlewoman from Massachusetts (Ms. CLARK) and the gentleman from Pennsylvania (Mr. THOMPSON), along with Mr. LANGEVIN from Rhode Island, who is the chair of the CTE Caucus, and all of the others who have worked across the aisle to bring us together today.

This bill, as has been pointed out, has been reported unanimously from the

Education and the Workforce Committee, has strong support across the aisle, and I trust that we will pass it. I hope the Senate will take it up as soon as possible.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I am pleased to yield 1 minute to the gentleman from Alabama (Mr. BYRNE).

Mr. BYRNE. I thank the gentleman for yielding.

Mr. Speaker, earlier this summer, I had the opportunity to visit the new career and technical education classrooms at Saraland High School. From welding to engineering to IT, these programs are going to make a real difference, and I was so impressed to see CTE getting the attention it deserves.

You see, for too long, we have devalued the importance of career and technical education here in America. The programs were seen as some sort of second-rate option for students who couldn't make it otherwise. That simply isn't the case.

Instead, CTE programs offer real opportunities to students of all ages and from all backgrounds. With this bill, we are making it clear that career and technical education is a critical educational option that leads to good-paying jobs.

This bill makes important reforms to our CTE programs, with a special emphasis on ensuring the programs focus on in-demand skill areas in order to close the skills gap and boost economic growth.

This is a truly bipartisan, reform-oriented bill that deserves our strongest support, and I urge all my colleagues to join me in voting in favor of this legislation.

Ms. CLARK of Massachusetts. Mr. Speaker, I yield 2 minutes to the gentleman from Rhode Island (Mr. LANGEVIN), without whose leadership and expertise this legislation wouldn't be in the wonderful form that it is today, and we are very grateful for his role.

Mr. LANGEVIN. Mr. Speaker, I thank the gentlewoman from Massachusetts for yielding and for her outstanding leadership on reauthorizing the Carl D. Perkins Career and Technical Education Act. I am certainly pleased to join with five other bipartisan colleagues as original cosponsors of this bill.

I would also, in particular, like to thank my friend and colleague, Representative G.T. Thompson of Pennsylvania, for his unwavering commitment to expanding CTE. As co-chairs of the Career and Technical Education Caucus, Representative THOMPSON and I have made Perkins reauthorization our top priority; and today it is the culmination of over 4 years of our work on the caucus together. I want to thank him and both his staff and my staff for their extraordinary efforts.

We should also, of course, recognize everything that Chairman KLINE, Ranking Member SCOTT, and their staffs did to get this bill to the floor today.

Perkins has historically been a bipartisan bill, and we are all very happy to continue this tradition. H.R. 5587 was passed unanimously by the Education and the Workforce Committee and is the product of an inclusive and thoughtful process. Again, it passed unanimously. When does that happen, ever, it seems, these days in this Congress? This is extraordinary.

The bill makes many necessary updates to Perkins, with an emphasis on training students for the skills they will need in high-growth sectors in the 21st century economy. I am particularly pleased that it emphasizes the role of school counselors in helping students choose their career path, incorporating ideas from my Counseling for Career Choice Act. By equipping counselors with local labor market information, they can better help students choose the field that best fits their skills and interests and will ultimately lead to a good-paying job.

The bill also expands student access to work-based learning opportunities. This will help students to bridge the gap between classroom theory and workplace practice and align skills and training with employer needs.

Providing workers with the skills necessary to thrive in the modern economy is essential to our economic prosperity. I urge all of my colleagues to support this bill and the Senate to quickly take up this bipartisan legislation.

Again, I thank all of my colleagues who were involved in this effort and the staff for bringing this bill to the floor today.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, it is my pleasure to take a point of personal privilege just as a chance to recognize Chairman KLINE of the Education and the Workforce Committee and to thank him for his leadership in education, for truly making a difference in the lives of our youth and, quite frankly, people of all ages, like with this piece of legislation. I very much appreciate his leadership.

So it is my honor to yield 2 minutes to the gentleman from Minnesota (Mr. KLINE), the chairman of the Education and the Workforce Committee.

□ 1500

Mr. KLINE. Mr. Speaker, I thank the gentleman from Pennsylvania for his leadership on this issue and for yielding the time.

Mr. Speaker, I rise today in strong support of the Strengthening Career and Technical Education for the 21st Century Act.

A quality education is vital to succeeding in today's workforce. However, it is important to know that a quality education doesn't have to mean a 4-year college degree. Career and technical education can be just as valuable, and, for many individuals, it is the path that is best for them.

Earlier this year, members on the Education and the Workforce Committee heard from Paul Tse. Paul

struggled as a student, but his life changed when he enrolled in a CTE program at the Thomas Edison High School of Technology in Silver Spring, Maryland. Today, he has a fulfilling career and not a dime—Mr. Speaker, not a dime—of student loan debt. There are countless other success stories just like Paul's.

The CTE classes Rob Griffin took as a high school student in Whitfield County, Georgia, prepared him for a successful career at one of the Nation's leading steel fabricators.

The hands-on experience Alex Wolff received at the Santa Barbara County Regional Occupational Program led to a rewarding career in electrical engineering. And Jasmine Morgan from the Atlanta area found her passion through CTE coursework and landed a job as a sports marketing specialist.

The goal of this legislation is to help more individuals write their own success stories. This bipartisan legislation will empower State and local leaders to tailor CTE programs to serve the best interests of the students in their communities. It will improve transparency and accountability, as well as ensure Federal resources are aligned with the needs of the local workforce and help students obtain high-skilled, high-demand jobs.

These positive reforms are an important part of our broader agenda, A Better Way, which is aimed at helping more men and women achieve a lifetime of success.

I want to thank Representatives GLENN THOMPSON and KATHERINE CLARK for their leadership.

I urge my colleagues to support this legislation.

Ms. CLARK of Massachusetts. Mr. Speaker, I yield 2 minutes to the gentleman from Minnesota (Mr. NOLAN). I thank him for his leadership on CTE and all his work for the students and employers of his district and our country.

Mr. NOLAN. Mr. Speaker, I would like to begin by recognizing my distinguished colleague from Minnesota (Mr. KLINE) for the great leadership that he has provided as the chairman of the Committee on Education and the Workforce. Make no mistake about it, our educational opportunities and future are brighter for you having chaired that committee and served in this Chamber. We all owe you a great debt of gratitude and wish you well in your future going forward. The greatest tribute I think that anyone can receive is that we served well and we made a difference. You have done that, and we thank you for that.

I would be remiss if I didn't also thank Ranking Member SCOTT for his great work in this area. I also thank Mr. THOMPSON of Pennsylvania, Ms. CLARK of Massachusetts, and the other original cosponsors for their hard work.

Mr. Speaker, I rise in support of this critically important bipartisan reauthorization of the Perkins Career and Technical Education Act.

Time and again, when I visit with owners and managers of manufacturing facilities throughout my northern Minnesota district, I am told two things. The first is that the employees they have hired who have participated in career and technical education programs are the very best that they have in their employment. Employers can't say enough good things about them and their skills and the work that they do.

The second point is that they need more CTE-trained people. All down the line, from health care, to construction, to information technology, to transportation, to aviation—and the list goes on—good-paying jobs with living wages are waiting for these people.

So this bill adds important new provisions to expand and update CTE so jobs can be filled. States get more flexibility to focus on the jobs and careers in high demand within their regions. Employers and communities get the tools they need to develop stronger partnerships to engage students and grow our local economies. And students get the tools that they need to compete and succeed in the 21st century. That is what this bill is all about.

It's all about more good jobs.

More great opportunities to learn and gain valuable skills and knowledge.

And—More dynamic growth for an economy in need of the best, most skilled workers America can provide.

I urge our colleagues in the Senate to join the House in supporting this critical and important program and act swiftly to take up and pass this legislation.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, it is my honor to recognize the chairman of the Subcommittee on Early Childhood, Elementary, and Secondary Education that has jurisdiction on this bill. I yield 2 minutes to the gentleman from Indiana (Mr. ROKITA).

Mr. ROKITA. Well, I thank the gentleman from Pennsylvania for his kind words. He is a dear friend. I have looked forward to our work together so far and into the future.

Mr. Speaker, I have been to probably a hundred schools in my time in public service. I have seen the best of schools, and I have seen the worst of schools. The one thing that I am seeing more and more, not only in our K-12 schools but in others after that, is the need for career and technical education and the need for reform in that area.

Now, Mr. Speaker, I am not talking about the shop class of old or anything like that. In fact, what we are seeing now is a completely different model.

As Indiana's Governor Pence cited in a congressional hearing last year, today's CTE, today's career and technical education, is not about, if not plan A, then plan B. It is about having two plan As. And that is exactly what today's CTE courses are bringing to the forefront.

Technological advances are constantly changing the kinds of jobs that are available, as well as the skills needed to succeed in those careers.

That is why career and technical education is so important. It provides opportunities for students to gain those specific skills and prepare them to navigate the changing workforce.

Now, through a number of common-sense measures, Mr. Speaker, this bill is delivering the reforms that will provide the flexibility to State and local leaders to meet those unique local needs, build stronger engagement with employers, and ensure that CTE programs are delivering results. So I thank Representatives THOMPSON and CLARK for working together to move this bill forward.

I urge my colleagues to support this bipartisan bill and help more people gain the skills and hands-on experience that are critical to succeeding in today's workforce.

Ms. CLARK of Massachusetts. Mr. Speaker, I yield 1 minute to the gentleman from Connecticut (Mr. COURTNEY).

Mr. COURTNEY. Mr. Speaker, I rise in strong support of H.R. 5587, which addresses the most urgent workforce challenge in our Nation by updating and strengthening career and technical education programs at the secondary education level.

First, the good news. All across the country, there is an exciting and growing need for trade and technical skills to fill jobs that young people can build a career and life around. Advanced manufacturing opportunities in aerospace, maritime, and even health care are happening from coast to coast. And the question of the day for many employers is whether our education and job training systems are ready to fill the need.

Recent updates to K-12 and job training programs signed into law by President Obama in 2014 and 2015 built a positive platform to address this challenge, and passage of this bill for technical programs will add to that capability.

In southeastern Connecticut where I hail from, the U.S. Navy's demand signal for new Virginia class and Columbia class submarines is projected to require up to 14,000 new hires in metal trades, design, and engineering over the next 10 years. For my region, passage of this bill is not just feel-good legislation but a critical, existential requirement.

I strongly urge passage of this bill and swift concurrence by the Senate.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 1 minute to the gentleman from Tennessee (Mr. ROE), a classmate of mine and also another leader in the Education and the Workforce Committee and the chairman of the Subcommittee on Health, Employment, Labor, and Pensions.

Mr. ROE of Tennessee. Mr. Speaker, I rise today to encourage my colleagues to support H.R. 5587, the Strengthening Career and Technical Education for the 21st Century Act. CTE programs are designed to prepare high school students and community college students

for the workforce. However, the laws supporting these efforts have not been updated in over a decade.

In my district, I often hear from businessowners, employers, administrators, and students who all tell me about the need for quality education and training necessary in today's workplace. Just as the one-size-fits-all approach doesn't work for health care, it will not work for education and workforce training. Each State, school district, and student is different. Local administrators, teachers, and employers—not the Federal Government—should have these decisionmaking powers.

Congress has worked to improve K-12 education and modernize the Nation's workforce development system, and this bill continues to build on that progress. The recession may have ended in 2009, Mr. Speaker, but too many people are still struggling to make ends meet. We can do better.

I encourage my colleagues to support H.R. 5587.

Ms. CLARK of Massachusetts. Mr. Speaker, I yield 1½ minutes to the gentleman from Colorado (Mr. POLIS).

Mr. POLIS. Mr. Speaker, I rise in support of H.R. 5587, the Strengthening Career and Technical Education for the 21st Century Act.

A few weeks ago, I got to visit the new Pathways in Technology Early College, P-TECH, program at Skyline High School in Colorado in the St. Vrain Valley School District. P-TECH is a partnership between the St. Vrain Valley School District, Front Range Community College, IBM, and other employers. It allows students to earn a high school diploma and associate's degree in 4 or 5 years.

I spoke with a number of students participating in the very first P-TECH class, and they shared with me how this program will equip them with the skills they need to get good, reliable jobs after graduation. That is the kind of innovation Congress should be supporting, and this bill allows for that.

The bill also allows funds to be used for open access education resources. Open access education resources and open access textbooks are openly licensed, free to use, and often come with more flexibility than traditional or commercial textbooks. Throughout this country, open education resources are gaining popularity, save resources, and maintain high quality standards.

Last year, Congress recognized the cost-saving potential and flexibility of open education resources at the K-12 level in the Every Student Succeeds Act. I am very excited that support for open education resources continues in this bill.

I urge this bill's final passage today, and I call on my colleagues in the Senate to take up this bipartisan legislation as soon as possible.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 1 minute to the gentleman from Georgia (Mr. CARTER).

Mr. CARTER of Georgia. Mr. Speaker, I rise today in support of H.R. 5587,

the Strengthening Career and Technical Education for the 21st Century Act, and the benefit and opportunities it will provide for those looking to enter the job market.

We have an opportunity to get rid of the stigma of this vocation path and bring to light the benefits of career and technical education. This bill overhauls the system to bring the decision-making down to the State and local leaders. It more closely accounts for changes in the job market. It increases the input from groups such as students and business leaders.

This legislation empowers leaders from our States and communities by reducing the paperwork for local education providers and streamlines the requirements process. It supports closer partnerships with employers, who know the needs of the workplace, and puts in place accountability benchmarks to ensure that these programs on the secondary level are delivering the training and results they are supposed to be providing to students.

This bill also allows States and local authorities to develop a curriculum they know that works for their students and for their communities.

I applaud the gentleman from Pennsylvania (Mr. THOMPSON) and the Education and the Workforce Committee for their hard work and diligence in addressing this matter.

I urge my colleagues to support this bill.

Ms. CLARK of Massachusetts. Mr. Speaker, I yield 1 minute to the gentleman from Oregon (Ms. BONAMICI).

Ms. BONAMICI. Mr. Speaker, I enthusiastically support the Strengthening Career and Technical Education for the 21st Century Act.

When I visit communities in Oregon, I hear from business leaders, educators, and students about how hands-on career and technical education programs engage them and prepare them for success after high school, regardless of what path they take.

This CTE legislation authorizes needed increases in funding for CTE programs and takes important steps to help more students excel in school and in the workforce.

The bill will improve participation among historically underserved students, bring needed input from key stakeholders, including parents and industry groups, and help students learn employability skills as well as technical skills.

I thank my friend and colleague from New York, the co-chair of the STEAM Caucus, Congresswoman STEFANIK, for working with me to include an amendment that promotes arts and design education, which is increasingly in high demand in numerous industry sectors that value innovation. I thank Chairman KLINE, Ranking Member SCOTT, and Representatives CLARK and THOMPSON for their leadership and commitment to improving CTE programs.

I ask my colleagues to join me in approving this legislation and call on the Senate to quickly take action.

□ 1515

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I am now pleased to yield 1 minute to the gentlewoman from North Carolina (Ms. FOXX), also a leader on the Committee on Education and the Workforce. She serves as our chair of the Subcommittee on Higher Education and Workforce Training.

Ms. FOXX. Mr. Speaker, I thank my colleague from Pennsylvania for yielding to me and for the work that he has done on this important bill.

Mr. Speaker, the Carl D. Perkins Career and Technical Education Act has provided Federal support to State and local career and technical education programs for more than 30 years. But for far too long there has been a discrepancy in what students are learning in the classroom and what employers say they need in the workplace.

H.R. 5587 updates the law to reflect today's economic needs and the challenges that students and workers currently face. This bipartisan bill goes a long way toward ensuring that individuals who pursue a technical education have the knowledge and skills they need to succeed.

Educational success is about more than just a degree. It is about preparing students for a satisfying life and teaching them the quantifiable skills that employers need in their employees. The Strengthening Career and Technical Education for the 21st Century Act will help students reach those goals. I encourage my colleagues to support this important legislation.

Ms. CLARK of Massachusetts. Mr. Speaker, I am pleased to yield 1½ minutes to the gentlewoman from California (Mrs. DAVIS).

Mrs. DAVIS of California. Mr. Speaker, career technical education answers the call that we hear from industry and from students alike to train students in fields where high-quality jobs are available. We know that means both equity and quality. Equity, of course, we know because every individual, every man, every woman, people of color, the disabled, all of the groups need to have equal access to a promising education and successful career.

The reality is that we can't fix a problem that we can't see. So we have to have the data. We have to have the ability to know what we are looking at. But it is equally important to make sure that CTE programs deliver in terms of quality.

So how do we do that?

I am excited that this bill places an emphasis on teachers getting opportunities to advance their knowledge and skills. Teachers need support and training from industry leaders so that they can take their knowledge back to students.

The flow of relevant information between industry, between teachers and students has to be highlighted and strengthened. When teachers have direct field experience, they are better able to enthusiastically relate accurate and timely industry practices to their



students, and that makes for stronger professional development for teachers, and that will trickle down to our students.

Successful CTE programs will close the skills gap that undermines our productivity today. I urge my colleagues in the Senate to take up and pass this overwhelmingly bipartisan legislation.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 1 minute to the gentleman from South Carolina (Mr. WILSON).

Mr. WILSON of South Carolina. Mr. Speaker, I thank Chairman GLENN THOMPSON for yielding.

I am grateful to support the Strengthening Career and Technical Education for the 21st Century Act. Whether I am visiting one of the remarkable schools in South Carolina's technical education system of Aiken, Midlands, Orangeburg-Calhoun, or a local manufacturing facility, the message is the same: the job market is changing rapidly. Quality education is vital to competing, which is why apprenticeship programs are so important in leading to the success of BMW, MTU, AGY, SRS, Michelin, Bridgestone, Boeing, and soon Volvo in South Carolina.

While existing technical education, which was established by Fritz Hollings and Floyd Spence, has played a role in creating jobs, existing legislation has not been updated for the last 10 years.

This bill serves as a first step to reforming technical education programs by helping all Americans enter the workforce for high-skilled, in-demand jobs. Some reforms include empowering State and local community leaders, limiting Federal mandates, encouraging employment engagement, and increasing accountability.

I am grateful to cosponsor the Strengthening Career and Technical Education for the 21st Century Act. I appreciate the leadership of Chairman GLENN THOMPSON for sponsoring this leadership, and I urge my colleagues to support it.

Ms. CLARK of Massachusetts. Mr. Speaker, I am pleased to yield 1 minute to the gentlewoman from North Carolina (Ms. ADAMS).

Ms. ADAMS. Mr. Speaker, I thank the gentlewoman for yielding.

As a member of the House Committee on Education and the Workforce, I am proud to stand here today in support of the Strengthening Career and Technical Education for the 21st Century Act. This is commonsense, bipartisan legislation, and it will strengthen our economy and put hardworking Americans back to work.

As elected leaders promoting the welfare of the American people, it is our most sacred responsibility, and this is why we must continue to work together to ensure that American workers have the skills and the training needed to compete in this modern workforce.

In August, I traveled throughout my district, meeting with local employers

and workers, and they all shared one major concern: the desperate need to close the skills gap.

There are good paying jobs right here at home, but our people aren't able to fill them, and that is unacceptable. The skills gap is weakening our national and local economies, and we can no longer afford the price of an underprepared workforce. That is why I call on my colleagues to vote "yes" and to reauthorize CTE.

Voting "yes" will not only strengthen our economy, but will help make the American Dream a reality for millions of Americans. Voting "yes" will absolutely make a difference in the lives of those you serve. Today we have an opportunity to get it right, an opportunity to level the playing field, and to put the needs of the American people first. Let's make America stronger by passing this commonsense, bipartisan legislation. I urge my colleagues to vote "yes." I hope the Senate will move swiftly in also passing this crucial piece of legislation.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I am pleased to yield 1 minute to the gentleman from Georgia (Mr. ALLEN).

Mr. ALLEN. Mr. Speaker, I thank the gentleman for yielding.

Career technical education is critical to the development of a growing workforce. As I go into the schools today, I often ask the students: Why are you getting an education?

These are questions that I ask the students: Why is education important?

The answer is to get a good job, to build a career.

Our schools teach children all the necessary and important subjects, but it is important that we offer programs that prepare students for the workforce. We have to work to bridge the existing gap between the business community and education. That means encouraging students to find their passions early on and choosing programs that will build their resumes and set them up for their chosen occupation.

As a member of the House Committee on Education and the Workforce, a member of the Congressional Career and Technical Education Caucus, and with over 40 years in the business world, I am a strong supporter of this bill. Growing this economy starts with jobs and getting people back to work. So why not start by preparing America's future workforce early?

I urge support of the Strengthening Career and Technical Education for the 21st Century Act.

Ms. CLARK of Massachusetts. Mr. Speaker, I am pleased to yield 1 minute to the gentleman from Massachusetts (Mr. KENNEDY). I would like to thank him for all his leadership and work on promoting American manufacturing, STEM and STEAM education, and CTE.

Mr. KENNEDY. Mr. Speaker, I want to thank my colleagues, Congresswoman CLARK and Congressman THOMPSON, for their extraordinary

leadership, as they always seek ways to advance career and technical education training.

According to a recent report, Mr. Speaker, in my home State of Massachusetts, three out of five job openings in our Commonwealth 6 years from now will require less than a college degree. That means that students who are just starting their second week of middle school this week could walk straight out of their high school graduation and into a job in their own backyard.

They will only be prepared for those jobs, though, if we ensure that their curriculum is informed by the needs of companies in their communities. Businesses and voc-tech schools in my district are already creating innovative partnerships that allow students to learn in their classrooms and then gain hands-on experience on factory floors.

Guided by their example, I introduced the Perkins Modernization Act to align the curriculum that our students are learning today with the needs of the employers who will hire them tomorrow. I am grateful that the sponsors of this legislation included that language, and I hope the Senate will follow their lead by quickly taking up and passing this legislation.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 1 minute to the gentleman from Florida (Mr. CURBELO), another very effective member of the House Committee on Education and the Workforce.

Mr. CURBELO of Florida. I thank Mr. THOMPSON for yielding, and I thank him for his leadership on this bill. I would also like to thank Ms. CLARK, our chairman, and the ranking member for making this possible.

I think all of my colleagues have explained all the details in this bill, the important reforms that are in it, but what I want to focus on is the critical message that it sends young people and, really, all aspiring people all over this country, Mr. Speaker.

For a long time—and I was a school board member, so I know this—young people were told that there was only one path to success: a traditional 4-year degree. And anyone who didn't do that was looked down upon, and we stigmatized a lot of young people in this country.

What this Congress is doing today together—Republicans and Democrats—is sending a strong message to students in high school today, students in middle school, and people who are adults but still aspiring and looking to acquire job skills so that they can get a good job, that there are many pathways to success. I think that is equally as important as the reforms, as the changes, as the updating of this important bill that we are advancing, the strong, wonderful message it is sending to the young people of this country.

I thank everyone for their leadership, and I urge all my colleagues to vote for this legislation.



Ms. CLARK of Massachusetts. Mr. Speaker, I yield 1 minute to the gentleman from New Jersey (Mr. NORCROSS).

Mr. NORCROSS. Mr. Speaker, I thank the gentlewoman for yielding.

I rise in support of H.R. 5587.

First, I want to thank the Members for coming together and certainly their staffs for recognizing the important piece of this legislation where we are going.

As we heard before, a 4-year college is a great pathway for some, but it certainly isn't for everyone. I, myself, am a product of the other 4-year school, an apprenticeship out of the IBEW that allowed me for many, many years to support my family being an electrician.

In New Jersey, my home State, 7 out of 10 jobs that are coming up in the next few years will require less than that 4-year degree, and that reemphasizes why we are here today.

This important bill will go a long way to provide students with alternative pathways to earn a fair day's pay for a fair day's work. I, along with Representative MCKINLEY, formed the Congressional Building Trades Caucus to work on these issues, and we will be meeting later this week to discuss these important items. Apprenticeships are a partnership between employers and employees. They come together and will increase the outcomes.

Once again, I want to thank all those involved for their hard work. I urge the Senate to take this up quickly.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I have no other speakers, so I reserve the balance of my time.

Ms. CLARK of Massachusetts. Mr. Speaker, I yield myself the balance of my time.

Today we have heard Democrats and Republicans from across the United States speak in support of H.R. 5587. This legislation builds upon the investments this Chamber has made in the education system and updates CTE to allow our students to be competitive in a global economy.

I want to give special thanks to the Committee on Education and the Workforce staff, who worked so hard to support Members in drafting this bill that has received such broad bipartisan support.

I urge my colleagues on both sides of the aisle, as well as our Senate colleagues, to quickly take up and approve this commonsense legislation.

Mr. Speaker, I yield back the balance of my time.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield myself the balance of my time.

Mr. Speaker, career and technical education helps men and women across the country achieve the American Dream of finding and seizing opportunities to work hard and to succeed within the workforce.

The Strengthening Career and Technical Education for the 21st Century Act makes the positive reforms necessary to ensure more Americans are

able to access life-changing education and experience that will allow them to do just that, to achieve the American Dream.

□ 1530

I am pleased that we have been able to work across the aisle in a bipartisan manner—my hope is that we will be able to work in a bicameral manner with the Senate, and I encourage swift action in the Senate—to ensure that this generation is equipped with the tools needed to remain competitive in today's workforce. I believe this is an effort that we can all support.

Mr. Speaker, the title of this bill is Strengthening Career and Technical Education for the 21st Century Act. Normally, we usually find some kind of an acronym—something short and catchy—to call this. Those initials don't lend to that process, but I would have to say I like to refer to this legislation as the opportunity bill. It is the opportunity for those young people who are looking to enter the workforce and want to go on to a path to be able to earn a family-sustaining wage, to be successful through career and technical education training.

It is an opportunity bill for those families who today find themselves depressed and caught in unemployment and looking to get back into the workforce and greater opportunity. It is an opportunity bill. It is an opportunity bill for those families that, maybe, for generations have found themselves trapped in poverty and without an exit strategy, Mr. Speaker. This bill is an opportunity bill. It is an exit ramp from poverty for those families, those Americans.

For those who are job creators who can't grow or maybe even start their business or sustain their business because they can't find qualified and trained workers, this is an opportunity bill, Mr. Speaker. I urge my colleagues to vote "yes" on H.R. 5587.

Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mr. DUNCAN of Tennessee). The question is on the motion offered by the gentleman from Pennsylvania (Mr. THOMPSON) that the House suspend the rules and pass the bill, H.R. 5587, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Ms. CLARK of Massachusetts. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, further proceedings on this motion will be postponed.

#### HALT TAX INCREASES ON THE MIDDLE CLASS AND SENIORS ACT

Mr. BRADY of Texas. Mr. Speaker, pursuant to House Resolution 858, I

call up the bill (H.R. 3590) to amend the Internal Revenue Code of 1986 to repeal the increase in the income threshold used in determining the deduction for medical care, and ask for its immediate consideration.

The Clerk read the title of the bill.

The SPEAKER pro tempore. Pursuant to House Resolution 858, the amendment in the nature of a substitute recommended by the Committee on Ways and Means, printed in the bill, is adopted, and the bill, as amended, is considered read.

The text of the bill, as amended, is as follows:

H.R. 3590

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

#### SECTION 1. SHORT TITLE.

*This Act may be cited as the "Halt Tax Increases on the Middle Class and Seniors Act".*

#### SEC. 2. REPEAL OF INCREASE IN INCOME THRESHOLD FOR DETERMINING MEDICAL CARE DEDUCTION.

(a) IN GENERAL.—Section 213(a) of the Internal Revenue Code of 1986 is amended by striking "10 percent" and inserting "7.5 percent".

(b) CONFORMING AMENDMENTS.—

(1) Section 213 of such Code is amended by striking subsection (f).

(2) Section 56(b)(1)(B) of such Code is amended by striking "without regard to subsection (f) of such section" and inserting "by substituting '10 percent' for '7.5 percent'".

(c) EFFECTIVE DATE.—The amendments made by this section shall apply to taxable years beginning after December 31, 2015.

The SPEAKER pro tempore. The bill, as amended, shall be debatable for 1 hour, equally divided and controlled by the chair and the ranking minority member of the Committee on Ways and Means.

The gentleman from Texas (Mr. BRADY) and the gentleman from Michigan (Mr. LEVIN) each will control 30 minutes.

The Chair recognizes the gentleman from Texas.

#### GENERAL LEAVE

Mr. BRADY of Texas. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks and include extraneous material on H.R. 3590, currently under consideration.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Texas?

There was no objection.

Mr. BRADY of Texas. Mr. Speaker, I yield myself such time as I may consume.

Over the last few months, the American people have witnessed one ObamaCare failure after another. Major insurers are fleeing the exchanges, healthcare premiums are continuing to just skyrocket, and only 7 of ObamaCare's 23 public option co-ops remain. After New Jersey's announcement yesterday that it will close its co-op, we will be down to merely 6 at the end of the year. That means nearly three-quarters of a million Americans have been or will soon be kicked off their current healthcare insurance.